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ABSTRACT

The purposes of this handbook, designed as part of the Right to Read Program in Hampton, Virginia, were to provide the middle grade teacher with both a progressive reading skills objectives list with a suggested management system for using these skills in classroom reading instruction and a list of activities which can be used in teacher-directed or individual instructional settings (e.g., skill centers, learning centers, or interest centers). The major portion of the handbook contains suggested activities keyed to the progressive skills listed sequentially as social interaction, visual/motor control, listening to stories, oral response to stimuli, auditory discrimination, response to pupil dictated accounts, word analysis, writing, critical thinking, free reading, inspectional reading, analytical reading, and syntopical reading. (JM)

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READING SKILLS DEVELOPMENT: OBJECTIVES AND ACTIVITIES

Handbook II

U.S. Office of Education

Right To Read Program
Project #OEG-0-72-1235

Hampton City Schools
Hampton, Virginia

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Preface

Developing Reading Skill Competence in Middle Grades

Under the sponsorship of the Right To Read Program, progressive objectives for developing competency in reading have been employed within language arts classes. A needs assessment for each student participating in this program was completed using a progressive reading skills objectives listing. Once individual needs were assessed, a prescriptive program was designed for each individual student. Prescription was tailored to meet the needs of each individual student by offering instruction and practice in those reading skills in which the student displayed serious deficiency or weakness. A variety of instructional materials and suggested activities were employed within this program.

The purposes of this handbook are twofold. The first purpose is to provide the middle grade teacher with this progressive reading skill objectives listing and to suggest a management system for employing this progressive reading skills development system in classroom reading instruction. The second purpose of this handbook is to provide the middle grade teacher with suggested activities which can be used in teacher-directed instructional settings or in individual instructional settings such as skill centers, learning centers or interest centers.

This handbook outlines the developmental stages of the process in learning to read across thirteen specific categories of instruction. Objectives included within these thirteen categories are offered as parameters of competence that a learner must accomplish as he advances in reading proficiency. The objectives within most categories are arranged in a roughly sequential order with each objective representing a prerequisite for the accomplishment of the next objective. Although a student advancing across categories might not be expected to move from stage to stage with perfect uniformity, it is felt that these objectives will serve as a reasonably accurate mapping of pupil progress and a sound basis for a developmental reading skills program.

Introduction

The idea for a progressive objective handbook for reading skills development originated with the preparation of a pamphlet entitled *Progressive Objectives of Developing Reading Competence* by Edmund H. Henderson and Thomas H. Estes of the McGuffey Reading Center, University of Virginia. Taking these objectives as a base, the present handbook is an expansion and revision which translates objectives into suggested activities for the classroom teacher of the middle grades through high school. The work was accomplished as part of the Right To Read Program at Thorpe Junior High School, Hampton City Schools, Hampton, Virginia, and is the result of the combined efforts of the contributors listed below.

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Glossary of Terms

Following is a glossary of terms which may be helpful in interpreting and using this handbook. In keeping with the structure of the suggested student profile sheet and the text of this handbook, terms are divided into three major sections: (1) Categories of Instruction, (2) Developmental Stages, and (3) Skill Objectives.

I. Categories of Instruction

A. Social Interaction

This category includes a sequence of behaviors leading to a level of self-directedness and social competence required in the beginning phases of learning to read.

B. Visual/Motor Control

This category includes the development of visual coordination and the development of large and small muscle coordination.

C. Listening to Stories

This category includes the development of thinking/listening skills required to appreciate an author's or story teller's intent through the sense of hearing.

D. Oral Response to Stimuli

This category includes a sequence of oral responses which reflect the student's maturing ability to examine, experience and dictate accounts. This category is thought to reflect an emerging verbal competence necessary for dealing with written language.

E. Response to Dictated Accounts

This category includes a sequence of responses thought to be fairly typical of children who are forming those concepts about printed language which are prerequisite for the development of a sight reading vocabulary. These concepts include letter knowledge, left/right orientation and the recognition of words as words in a body of print.

F. Auditory Discrimination

This category includes a sequence of responses reflecting the pupils growing ability to focus attention discriminately upon selected critical elements of word structure.such as beginning and final consonant elements and medial vowels.

G. Word Analysis

This category includes a sequence of responses which are thought to reflect the pupil's developing ability to focus upon actual word elements and to generate successively more adequate concepts of English

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orthography. These concepts include beginning and ending consonants, the word phonograms, patterns of inflectional changes and morphographemic patterns.

H. Writing

This category includes the development of production skills necessary for composition and implies the use of the linguistic properties of the language. These properties include the phonological, morphological and syntactical properties of the language.

I. Critical Thinking

This category includes the thinking skills and discipline necessary to react to the printed text and to vicarious experiences with the same level of cognition that one would have in response to real experiences.

J. Free Reading

This category includes the development of literary taste and appreciation and the use of books as a source of experience, knowledge and skill.

K. Inspectional Reading

This category includes the development of systematic survey techniques for the purpose of discovering an author's main contention in order to determine how to deal with a particular text or selection.

L. Analytical Reading

This category includes the developing competencies necessary for the interpretation of and critical judgement about the quality and worth of a book or a selection.

M. Syntopical Reading

This category includes the developing competencies for gathering definitive understanding of a topic through the exploration of many words.

II. Developmental Stages

A. Readiness Stage

The readiness stage includes the most basic physical, intellectual, linguistic and social competencies prerequisite to extended development within a given category of reading instruction.

B. Beginning Reading Stage

The beginning reading stage includes competencies typically attained during that period when an initial sight reading vocabulary is being acquired.

C. Elementary Reading Stage

The elementary reading stage includes those certain bench-marks of progress which lie between the early, highly mediated reading experiences and the time when the basic operations of reading and writing are relatively automatic.

D. Mature Reading Stage

Competencies displayed at this stage are roughly those competencies which distinguish simple literacy from independent, scholarly readership.

III. Objectives

The progressive objectives of instruction listed on the following pages are meant as general indicators of the social, physical and cognitive development with reference to reading skill. Objectives are listed under categories of instruction and within developmental stages.

CATEGORY OF INSTRUCTION: SOCIAL INTERACTION

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Knows name	1. Interacts appropriately with peers in small work/play groups	1. Initiates and evaluates activities	
2. Interacts in single words with teacher	2. Interacts verbally with teacher and peers in group and class tasks		
3. Follows simple directions when told directly by teacher	3. Follows plan for seat work and skill station tasks		
4. Works alone at tasks for short periods			
5. Follows most basic class directions and routines explicitly taught			

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CATEGORY OF INSTRUCTION: VISUAL/MOTOR CONTROL

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Models crude objects in clay, scribble paints, "messes" with finger paints	1. Learns successfully to print letters of the alphabet - upper and lower case		
2. Makes large circles and lines with chalk or paintbrush and water			
3. Cuts crude forms from paper and pastes on field			
4. Cuts fairly well differentiated forms			
5. Completes simplest pattern copying			
6. Draws pictures and writes some letters crudely			
7. Makes cut-and-paste montage by single category			
8. Completes successfully more complex pattern copying tasks.			

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CATEGORY OF INSTRUCTION: LISTENING TO STORIES

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Attends when read to alone	1. Anticipates outcomes and requests favorites	1. Follows serial readings of longer stories	
2. Attends in small group at dramatic moments	2. Selects and listens to varied story records	2. Attends to and discriminates among selections of varied theme and style	
3. Follows a simple story theme			
4. Attends to reading of familiar story			
5. Listens to records of familiar stories			

CATEGORY OF INSTRUCTION: ORAL RESPONSE TO STIMULI

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Observes concrete stimulus activity sporadically 2. Names elements of stimulus activity on request of teacher 3. Imitates teacher sentences 4. Attends to stimulus activity and produces phrase comments for a dictated summary	1. Attends to a more general stimulus settings such as Halloween, Christmas, making popcorn and contributes an appropriate sentence for a group dictated story 2. Dictates creatively simple paragraphs about pictures, activities or personal experiences 3. Follows and renders appropriate oral accounting of varied and extended stimulus activities		

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CATEGORY OF INSTRUCTION: AUDITORY DISCRIMINATION

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Discriminates sounds of different tones	1. Discriminates like/unlike initial blends in pairs	1. Discriminates vowel elements rapidly and accurately	1. Discriminates among varied patterns of prose
2. Chorals simple rhymes and jingles	2. Discriminates like/unlike final consonants presented rapidly	2. Identifies beginning elements in second and third syllable position	
3. Distinguishes rhymes from non-rhymes in two-part comparison	3. Discriminates like/unlike initial blends rapidly	3. Discriminates among common rhythmic language patterns	
4. Discriminates among one, two, and three syllable words	4. Discriminates like/unlike final blends rapidly		
5. Discriminates like/unlike initial consonant pairs	5. Produces initial consonants and blends and final consonants and blends to match those in key pictures		
6. Discriminates rhyme/non-rhyme and like/unlike initial consonants in pairs presented rapidly	6. Discriminates long and short medial vowels in simple paired comparisons		

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CATEGORY OF INSTRUCTION: RESPONSE TO PUPIL DICTATED ACCOUNTS

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Follows group sporadically in choral reading	1. Retains words as acquired from dictated accounts	1. Reads initial stories of typical first grade readers (1-2) or primer with sight recognition of about 95% of the running words	
2. Choral reads with group	2. Identifies sight or word bank words in library books and newsprint		
3. Choral reads his own contribution alone	3. Identifies reliably "known" words in individually dictated stories		
4. Echo reads single sentences following pointer	4. Identifies words found in dictated accounts which are not contained in a word bank of "known" words and acquired all "new" words by identifying them without reference to the dictated chart		
5. Echo reads several sentences or full chart with occasional teacher support	5. Reads with occasional aid simple books previously read to him		
6. Identifies any word in sentence string after choral reading	6. Reads in circle with some teacher aid "easy-to-read" story books		
7. Identifies words shown in isolation			
8. Identifies a word in isolation without reference to a chart that was choral read the day before			

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CATEGORY OF INSTRUCTION: WORD ANALYSIS

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Associates visual symbols with meanings	1. Associates beginning consonant sounds with appropriate letters	1. Uses consonant substitution to attack new words of familiar word families	
2. Begins acquiring sight vocabulary from T.V., products in home, labels in classroom, etc. by incidental rote association	2. Identifies and produces word families for familiar stems	2. Associates sounds with the four common vowel patterns: cat, we, bone, and coat	
3. Identifies all letters of alphabet rapidly	3. Correctly identifies words combining known stems with simple inflectional endings (-s,-ed,-ing)	3. Associates sounds with r- and l-controlled vowels (or, ar, air, er, ir, ur, ear, all, ol, oll)	
4. Produces rhymes with ease	4. Associates sounds with initial consonant blends and digraphs	4. Associates sounds with dipthongs and irregular vowel patterns (ay, oi, oy, ou, aw, ow; oo-pool, oo-book ei-eight, height, etc.)	
	5. Increases sight vocabulary to 50-100 words	5. Uses knowledge of consonant and vowel sounds in attacking new words met in context	
		6. Recognizes and understands the meanings of common prefixes and suffixes	
		7. Uses knowledge of accent in known words to predict stress in attacking unknown multisyllabic words	

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CATEGORY OF INSTRUCTION: WRITING

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Writes name 2. Writes some letters of the alphabet crudely	1. Composes simple sentences 2. Labels objects 3. Completes dictated experience story 4. Writes short accounts	1. Writes stories of increased length. Percentage of correctly spelled words increases gradually to about 50% of the running words 2. Consonants representing more than one sound (c/s, s/z) begin to follow rules 3. Vowel patterns emerge to correct form 4. Capitalizes proper nouns, titles and first word of sentences as well as uses periods fairly consistently 5. Written productions match and then exceed dictated productions in detail and structure 6. Follows the concepts of completeness; that is, adequacy of detail and clarity 7. Where appropriate to topic, paragraph units are employed 8. Uses the concepts of nomination predication and modification 9. Simple basic writing forms-creative essay, composition and story-are discriminated among and used (continued)	

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CATEGORY OF INSTRUCTION: WRITING (CONTINUED)

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
		10. Elements of style, usage, form and terminology are studied and practiced 11. Written productions extend from several pages to six to eight pages when the topic is appropriate	

CATEGORY OF INSTRUCTION: CRITICAL THINKING

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Word and phrase utterances 2. Word and phrase responses to dramatic activities 3. Phrase responses to activities to which the student engages 4. Simple sentence reports of experiences	1. Gives simple accounts of experiences-usually several sentences 2. Dictates accounts which demonstrate self-other discrimination 3. Dictates creatively from picture stimuli, deals with major and minor elements, and projects future events or probable consequences of the given scene	1. Discriminates between setting and theme in simple story by using title and opening picture in projecting story outcome 2. Recognizes multiple theme possibilities in title and first picture of simple story 3. Uses evidence to support, confirm or revise predictions about story conclusions 4. Responds to counter-plot evidence without abandoning central theme 5. Adjusts expectancies in relation to simple story types such as plotted story, myth, simple content, poem 6. Extends prediction and clozure techniques to longer stories and produces evidence to support possibilities and convictions 7. Anticipates appropriately with inverted plot structure and multiple themes in standard stories 8. Discriminates among standard plots, detective, space fiction, tall tale and mythology themes and biographical and informative writing	1. Appraises standard conten selections and generates probable content and appropriate reading/study purpose 2. Selects among common teen age and general periodicals in areas of interest and responsibility 3. Discriminates among basic news styles such as editor bias, news and editorial for sensational vs. informationa 4. Applies versatile reading skills to standard texts, research and personal readin needs 5. Reads much with discrimination and breadth so that intellectual growth is self-sustaining and certain

(continued)

CATEGORY OF INSTRUCTION: CRITICAL THINKING (CONTINUED)

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
		9. Uses evidence to support judgement about story implications	
		10. Discriminates between the stereotype and classic in basic trade book selections	
		11. Discriminates among common periodicals related to interests	
		12. Adjusts reading rate to purpose and material	
		13. Responds to questions in a teacher-directed exercise in content reading by exploring and relating ideas rigorously	
		14. Deals with vocabulary demands by using appropriately the context, graphic aids, glossary and dictionary	
		15. Uses text accurately to support judgements relative to affirmation, conclusion or assertion of need for further information	

CATEGORY OF INSTRUCTION: FREE READING

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Looks at picture books sporadically	1. Selects books and finds known words	1. Reads near frustration level in pursuit of interest	1. Reassesses topical range of adolescent literature an relates these to interests and responsibilities
2. Looks at picture books with some sustained attention	2. Selects familiar books and reads with occasional help--reads and rereads "known" books	2. Discusses interests and selection techniques with peers in teacher-directed sessions	
3. Selects and follows a picture account of story previously heard	3. Selects new easy-to-read books and reads with occasional help	3. Evaluates books completed in reference to selection purpose in small group teacher-directed sessions	
4. Listens to record of story previously read and follows picture account	4. Reads more than one book in an interest area	4. Discriminates among common topical array of easy-to-read children's books	
5. Listens to old and new stories following pictures in the book		5. Pursues selection activities in library setting with teacher guidance	
		6. Reassesses topical range of children's books and relates this to interests and responsibilities	
		7. Discriminates among principal types of intermediate age reading material	
		8. Uses school and community book resources to meet reading needs relative to personal aims and social responsibilities	

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CATEGORY OF INSTRUCTION: INSPECTIONAL READING

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Searches immediate environment to discover specific items	1. Skims magazine or story to find pictures whose names contain a specific sound	1. Examines library books before deciding whether to read them	1. Routinely surveys a selection independently before reading
2. Looks at pictures to assess them	2. Skims printed text to find known words	2. Makes predictions about stories from title, pictures, subtitles, first paragraph--steps such as those found in the Directed Reading-Thinking Activity	2. Routinely surveys a book independently before reading
3. Tells story from picture		3. Skims to find specific details	3. Superficially reads difficult selections or books in entirety before devoting additional time to specific parts
		4. Skims text for one word or phrase answers to specific questions	4. Answers the questions "What is this book or selection about?" following inspection
			5. Understands major details of what has been written--grasps main ideas, assertions and arguments

CATEGORY OF INSTRUCTION: ANALYTICAL READING

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Classifies objects or pictures by specific categories which have not been predetermined	1. Differentiates between obvious poetry and prose	1. Differentiates between fiction and non fiction	1. Differentiates major literary genres
2. Retells a story in briefest terms possible after listening to it	2. Summarizes a story in briefest terms possible following reading	2. States briefly the theme of a short selection	2. Classifies various types of expository books such as practical vs. philosophical
3. Follows simple oral directions in order	3. Understands why simple written directions are ordered in a certain way	3. Recalls major points of short selections	3. States in a sentence or two the theme or main point of a book
4. Catches the main theme or plot in stories		4. Ventures predictions to the solution of plot or exposition and checks these in reading	4. Enumerates major parts of a book and outlines their relationship
		5. Weighs evidence of author against own judgement	5. Quickly discovers what problems the author has tried to solve
			6. Recognizes key words to the author's point of view
			7. States an author's major propositions and arguments
			8. Judges the degree to which an author has satisfactorily solved his problem
			9. Suspends judgement pending understanding
			10. Provides reasons for disagreement

(continued)

CATEGORY OF INSTRUCTION: ANALYTICAL READING (CONTINUED)

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
			11. Differentiates fact from opinion 12. Criticizes on the basis of author's omissions, commissions, illogic or incompleteness

CATEGORY OF INSTRUCTION: SYNTOPICAL READING

Readiness Stage	Beginning Reading Stage	Elementary Reading Stage	Mature Reading Stage
1. Selects several picture books about a similar topic	1. Classifies stories by topic	1. Selects books from library on a common topic	1. Surveys a field before reading by creating a tentative bibliography on a specific topic
2. Inspects pictures found in books in order to determine relevance to similar topics	2. Surveys several stories on same topic to judge appropriateness to that topic	2. Examines several books to determine relevance to a single topic	2. Reads inspectionally to ascertain whether a book is germane to a topic
3. Draws generalizations from several books on the same topic	3. Makes predictions and judgements of information from several sources on the same topic	3. Becomes "expert" on a topic of interest through broad reading	3. Selects and notes passages in several books relevant to the same topic
		4. Becomes familiar with a variety of reference material, all of which have information on the same topic	4. States the question(s) each of several authors are entertaining on the same topic
			5. Defines major issues surrounding a specific topic

Management System

In an instructional program where individualization is to take place, the key to success is good classroom management. The teacher must plan teaching strategies and student activities according to individual needs. The arrangement of the classroom must reflect and compliment this planning so that there is limited confusion on the part of the students and on the part of the teacher as to the various learning activities arranged about the classroom which are pertinent to individual student needs. In order to eliminate bottlenecked confusion in the classroom the teacher should provide for a smooth traffic pattern with activity stations clearly marked.

The progressive reading skills development system is a diagnostic/prescriptive system. Each student should be diagnosed according to those skill objectives listed in this handbook. Formal and informal diagnostic techniques are recommended in order to assess student skill strengths and weaknesses. In order to monitor this progressive skill objectives system for each student, a student reading profile is suggested. This suggested student reading profile appears on the following page. The profile is in the form of a chart in which the thirteen categories of instruction are listed at the top. Following this listing, the categories are numbered vertically while developmental stages are listed horizontally on the chart. The arabic numerals within the body of the chart represent the skill objectives. As students achieve objectives by categories and across developmental stages, color-coded bars may be drawn to represent this progress. By using color-coded bars, the profile may be used to record progress over a period of time. A color key beneath the chart may be used to code diagnostic check points by color and date.

STUDENT READING PROFILE

Name______________________ School______________________. Grade________ Teacher______________________

I. Social Interaction
II. Visual/Motor Control
III. Listening to Stories
IV. Oral Response to Stimulus
V. Response to Accounts
IV. Auditory Discrimination
VII. Word Analysis
VIII. Writing
IX. Critical Thinking
X. Free Reading
XI. Inspectional Reading
XII. Analytical Reading
XIII. Syntopical Reading

DEVELOPMENTAL STAGES

Categories of Instruction	A. Readiness	B. Beginning Reading	C. Elementary Reading	D. Mature Reading
I	1 2 3 4 5	1 2 3	1	
II	1 2 3 4 5 6 7 8	1		
III	1 2 3 4 5	1 2	1 2	
IV	1 2 3 4 5	1 2 3		
V	1 2 3 4 5 6 7 8	1 2 3 4 5 6	1	
VI	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3	1
VII	1 2 3 4 5 6 7	1 2 3 4 5 6	1 2 3 4 5 6 7 8	
VIII	1 2	1 2 3 4	1 2 3 4 5 6 7 8 9 10 11	
IX	1 2 3 4	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	1 2 3 4 5
X	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6 7 8	1
XI	1 2 3	1 2	1 2 3 4	1 2 3 4 5
XII	1 2 3 4	1 2 3	1 2 3 4 5	1 2 3 4 5 6 7 8 9 10 11 12
XIII	1 2 3	1 2 3	1 2 3 4	1 2 3 4 5

COLOR KEY

☐ __________ ☐ __________ ☐ __________
☐ __________ ☐ __________ ☐ __________

Activities For the Progressive Skill Objectives

Within the following pages specific activities are keyed to most of the progressive skill objectives found listed in this handbook. An attempt has been made to develop activities that would be compatible to the maturity level for the middle grade student. Please note that there are several skill objectives at the readiness level for which there are no activities listed.

In these cases, the assumption has been that virtually all middle grade students would have attained these objectives. Where this is not the case, the classroom teacher must devise activities appropriate to the situation.

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I. Social Interaction

A. Readiness

1. Knows name

2. Interacts in single words with teacher

3. Follows simple directions when told directly by teacher

    a. Students should be given increasing responsibility for maintenence of classroom organization and operation. Those who have difficulty with simple direction should be given simple (though perhaps important) responsibility and reminded of their tasks by the teacher when necessary.

    b. Have posted in the classroom a Student Responsibilities Chart. Each week change the duties required so that different students are given an opportunity to engage in responsible tasks. Some suggested the responsibilities are (1) trash collection, (2) dusting erasers, (3) dusting chalkboard, (4) straigtening desks, etc.

    c. At the introduction to a lesson in which a reading selection is to be read by the whole class or a small group have students follow simple directions in order to find the selection in their texts. Sg. "Look at the Table of Contents. Can you find a selection that will be about dinosaurs? On what page is this selection?

4. Works alone at tasks for short period.

    a. Various "games" such as word puzzles can be located in an interest center where students may go when they complete an assigned task.

    b. Locate an interest center in the room where students can engage in short project activities such as making a book jacket, molding an object out of clay, constructing a puppet, etc. for given periods of time.

    c. Magazines, books, and newspapers may be distributed in the room for individual student use when time permits.

5. Follows most basic class directions and routines explicitly taught.

    a. Provide a daily time schedule in a set place on the chalkboard so that all students are aware of expected activities at all times.

For example:

(example continued next page)

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	GROUP I	GROUP II	GROUP III
10 – 10:20			
10:20 - 10:40			
10:40 - 11:00			

b. Give students opportunities to follow specific directions in the total class setting which are preparatory to the beginning of a lesson.

For example: "Put everything away. . . Take out your Math Book, a piece of paper and a pencil . . . ! Have nothing else on your desk! . . .

c. Establish a routine for each center in the class (such as the class library) and provide a chart of directions for this at the center.

B. Beginning Reading

1. Interacts appropriately with peers in small work/play groups

a. Provide "games" for students such as "Lotto", word bingo, math games, simulation games, etc, which require social interaction in a relatively instructured climate.

b. Have students work on classroom projects in small groups. Choose students who can work well together.

c. Compose groups so as to include both talkative and quiet students in preparation of panel discussions, decisions about classroom activities, dramatizations, etc.

2. Interacts verbally with teacher and peers in group and class tasks

a. Sharing Activities

Give students many opportunities to share experiences with other members of the class.

b. Encourage class discussions about topics under study. Be sure to maintain an atmosphere of tolerance and respect for the opinions of all students within the classroom.

c. In the conduct of directed reading activities, force the vocal students to wait for responses of their quieter peers, thus eliminating domination by small subgroups in a particular setting.

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3. Follows plan for seat work and skill station tasks.

   a. Establish student leaders who may act as resource persons for various learning and interest centers.

   b. Provide specific written directions for all seat work to which the student may refer independently.

   c. Provide the student with specific directions for various skill activities which are to be located at skill stations about the classroom.

C. Elementary Reading

1. Initiates and evaluates activities

   a. At beginning stages of independence development, provide students with choices of sequence in which prescribed activities may be completed.

   b. The student should be given the opportunity to check completed exercises from structured material sources.

   c. The student should be given the opportunity to evaluate the quality of his work and the importance of the activities in which he engages.

II. Visual/Motor Control

Objectives and Suggested Activities

A. Readiness

1. Models crude objects in clay, scribble paints, "messes" with finger paints.

2. Makes large circles and lines with chalk or paintbrush and water.

3. Cuts crude forms from paper and pastes on field.

4. Cuts fairly well differentiated forms.

    a. Student is provided with paste, paper, and scissors. He is directed to cut out and paste on a sheet such things found around a home as a person, a dog, and a tree.

    b. Students are provided with paper and scissors. They are directed to cut in large shapes 2 objects in the classroom. These can be displayed on a board or suspended from the ceiling.

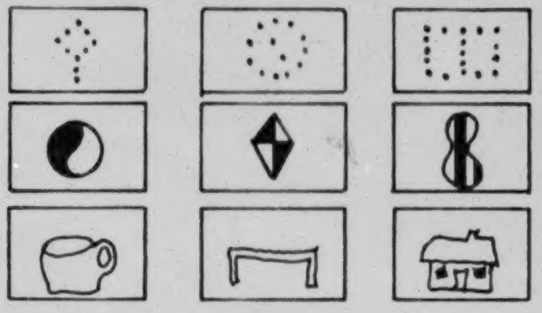
    c. Students are provided with paper, paste and scissors and are directed to make a collage about their favorite sport, game, or pasttime.

5. Completes simplest pattern copying.

    a. Students use pegboard to copy patterns drawn on paper (see illustration)

    b. Students assemble 3 or 4 part jigsaw puzzles by comparing the parts to a picture of assembled jigsaw (see illustration)

    c. Students model clay objects, draw or paint figures resembling real life objects drawn in simple form on paper or in clay (see illustration)



6. Draws pictures and writes some letters crudely.

7. Makes cut-and-paste montage by single category.

    a. Students make a collection of pictures of animals by pasting them on a sheet or connected sheets of paper.

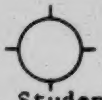
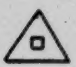
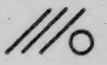
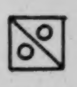
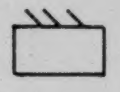
    b. Students make a collection of pictures of objects that are round (ball, dish, pan, light bulb) or square (book, table, paper, box, house)

    c. Students make a collection of people who are happy. These can be mounted on a sheet or sheets of paper or used as a subject of a bulletin board.

8. Completes successfully more complex pattern copying tasks.

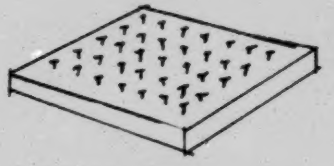
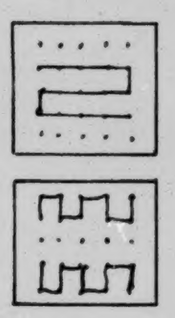
    a. Students work elementary jigsaw puzzles.

    b. Students copy designs from the chalk board or a worksheet on to their own paper.

    c. Students string yarn on to a nailboard to copy a pattern drawing. The yarn may be more than one color.

    A nailboard is 3/8" to 1/2" thick, 10" x 10" board with 16 nails extended from it. Yarn can then be wrapped around the nail heads. Designs are drawn on cards in colors to match strands of yarn.

B. Beginning Reading

1. Learns successfully to print letters of the alphabet--upper and lower case.

    a. Students are given raised-surface cards for finger tracing the letters of the alphabet. They are asked to trace the letters on a sheet of paper with a finger and finally with a pencil.

    b. Students are given a worksheet page with one or two letters on the page. They are asked to fill each page or half page with the letter(s).

    c. Students print the letter dictated in an oral exercise.

    Write an upper case a. Write a lower case d.

III. Listening to Stories

A. Readiness

1. Attends when read to alone

    a. Provide opportunity for able readers to read to less able readers.

    b. Use older pupils from other classes to read to younger pupils.

    c. Use volunteer parents or aides as readers for individuals.

2. Attends in small group at dramatic moments

    Use activities listed for previous objective modified for small group settings.

3. Follows a simple story theme

    a. The student chooses the correct story theme when given three oral choices to the question: Is this story about: (a), (b), or (c)?

    b. Teacher writes story title on chalk board. Student is asked to explain what the title means. Student is then asked to tell what the main idea of the story is.

    c. Write 4 sentences on the board. Read them and let the students comment on what each means. Then read a short story and ask which sentence tells about the story.

4. Attends to reading of familiar story

    a. Students act out parts of familiar stories as story is read.

    b. An adaptation of charades can be used to get students to recognize stories in dramatized settings.

    c. Have students arrange pictures of story events in proper sequence.

5. Listens to records of familiar stories

    a. Students draw pictures of events in stages as they listen to recordings.

    b. Students retell stories in own words following listening activity.

    c. Listens to stories such as Peter and the Wolf and identifies musical instruments to happenings in recording.

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B. Beginning Reading

1. Anticipates outcomes and requests favorites

   a. Familiar books can be made available from which students can pick those they wish to hear read.

   b. Teacher or reader stops near end of familiar story and student tells ending in own words.

   c. Teacher selects a familiar or an unfamiliar story and tells class that they are going to hear a story but they will have to help. Teacher stops at predetermined places and students predict what will happen next. A good possibility is "The Three Little Pigs" or other story with repeating parts.

2. Selects and listens to varied story records

   a. Teacher brings to group 3 records. Show cover and take a class vote on which record will be heard today, tomorrow, etc. Ask students why that record is their choice.

   b. Display records in a rack in the room. Let a student select and listen to a record using ear phones.

   c. Take students to library to listen to records.

C. Elementary Reading

1. Follows serial readings of longer stories.

   a. Students write a sentence or sentences daily following the reading of a part of a book. The sentence or sentences describe what developments in the story took place that day. Students reread all sentences at the end of the book.

   b. Students discuss daily following a part of a serial reading what they think will happen next. A "sentence" log (1-2 sentences daily) can be kept to help students remember their predictions.

   c. At the beginning of the week the teacher writes in advance on tag board summary sentences covering each day's portion of a serial reading. At close of reading each day, students select one sentence that describes that day's reading. (These selections are hung on a wall or bulletin board.)

2. Attends to and discriminates among selections of varied theme and style.

   a. The teacher presents stories of various theme and style providing students many opportunities for discriminating among many themes and styles.

b. The students are provided with an opportunity to catalogue various stories they have heard in a card catalogue according to theme and style.

c. Have students listen to the titles of many stories. As they hear each title have them choose those titles which center around a particular theme or style which you have previously designated.

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IV. Oral Response to Stimuli

Objectives and Suggested Activities

A. Readiness

1. Observes concrete stimulus activity.

2. Names elements of stimulus activity on request of teacher.

    a. The teacher and a group of students interacts with one another to precisely name the parts of an interesting object; for example, a model of the internal combustion engine.

    b. Pupils are asked to list as many things as they can think of which they see as they observe their environment--the room, out the window, the trip to school, etc. (May be set in a game-like atmosphere.)

    c. Record various sounds which denote different moods. Have students listen to these sounds and describe the feelings which these various sounds promote.

3. Imitates teacher sentences.

4. Attends to stimulus activity and volunteers comments.

    a. The teacher maintains an atmosphere in which student opinion is respected regardless of which student initiates the response.

    b. Given an interesting stimulus, students are asked to say what concerning the stimulus strikes them first. (Eg. An ostentatious article of clothing.)

    c. Ask students to pay attention to the food prepared in the cafeteria. What strikes their fancy? What looks good? What smells good?

5. Explores stimulus activity and produces phrase comments.

    a. In response to the reactions of an animal the teacher has brought in, students dictate comments about what they see it doing.

    b. Have one group of students instruct another group of students in the way to do something, such as, tie a bow. Meanwhile, a third party records the directions on the board exactly as they are given.

c. Following the listening to a record (folk song, foreign music, etc.) students are asked to comment on the feelings they got while teacher records these on board or experience chart.

B. Beginning Reading

1. Attends to more general stimulus settings and contributes an appropriate sentence for a group dictated story.

   a. Following a common experience such as a field trip students are asked to describe their clearest memory of what they saw. Teacher writes comments on the board.

   b. Teacher and students work together to achieve the appropriate record of an experience.

   c. Ask students to describe Halloween activities in one sentence descriptions. These ideas are dictated to the teacher and written on the board.

2. Dictates creatively simple paragraphs about pictures, activities or personal experiences.

   The teacher, an aide or a student records the dictation of a non-reading student. He then copies his account in his composition book.

3. Follows and renders appropriate oral accounting of varied and extended stimulus activities.

   a. Students and teacher set up a short term activity such as planting seeds which germinate quickly or setting up an aquarium which contains a family of guppies. The students watch daily and dictate what they observe to the teacher who records the observations.

   b. The teacher records student accounts of a recent local ball game which they attended. Students are asked to give an account of events as they progressed in the game.

   c. The teacher asks students to retell the story of a movie or T.V. program which they have all recently seen.

V. Response To Pupil Dictated Accounts and Easy-To-Read Materials

A. Readiness

1. Follows group sporadically in choral reading.
2. Choral reads with group.
    - a. Provide opportunities whereby students read dictated stories aloud together in whole group sessions.
    - b. Together with the teacher, pupils can compose songs, poems, dramatizations, etc., which they do chorally.
    - c. Students and teacher may practice response to poetry, folk songs, etc., by reading chorally thus gaining sensitivity to the rhythm of language.
3. Reads his own contributions alone or chorally with the teacher as necessary.
    - a. Provide opportunities for each student to practice his contribution with the teacher or another student, reading aloud together.
    - b. At a free reading center display student dictated stories on charts or in booklets. Allow students to frequent this center for the purpose of reading their contributions at leisure.
    - c. Place phrase contributions made by individual students on index cards for student use. As phrase cards are collected put them together with a ring. Each student should be allowed to keep his phrase card ring and read it to himself from time to time.
4. Echo reads single sentences following a pointer.
    - a. In reading dictated accounts the teacher reads one sentence, using a pointer, then asks a student to repeat the sentence just read by the teacher following the pointer.
    - b. Reads sentences in response to teacher model following her reading as she follows the sentence with her finger.
    - c. Uses language master to copy oral response to sentences which contain words he knows.
5. Echo reads several sentences or full chart with occasional teacher support.
    - a. In reading dictated accounts the teacher reads several sentences or an entire account then asks a student to repeat what the teacher has read.

b. The student practices reading longer pieces in response to having heard them enunciated immediately beforehand. Might include easy books, group or individual stories, etc.

c. The student listens to the recording of a song. As he is listening he reads the lyrics on a chart before him. After the song has been played the student is asked to repeat the lyrics.

6. Identifies words in sentence strings after choral reading.

a. Have students identify the title and the first and the last word in a sentence after choral reading of dictated account.

b. The teacher points to any word in a sentence (in a dictated account) after choral reading and asks the student to say the word.

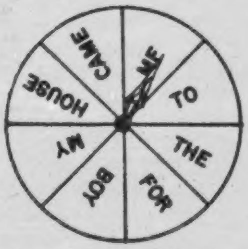
c. The student is able to identify words he knows in any context following a choral reading. Eg. of poems, songs, dramas, etc.

7. Identifies words shown in isolation by reference to chart after choral reading.

a. When teacher holds up card with word from dictated account, student identifies it with reference to context of chart.

b. Given a list of flash words containing single words which appear in dictated accounts have the student identify these words, referring to the dictated account chart if need be.

c. Place words in isolation on a word wheel. Place a spinner in the middle of the wheel. Ask the student to spin the spinner. As the spinner stops have the student read the word to which the spinner points. Have the dictated account chart or the easy book from which the words come close at hand for reference purposes.



WORD WHEEL

8. Identifies a word in isolation without reference to a chart that was choral read the day before.

Refer to activities suggested for objective 7 above for use without reference to dictated account or other context.

B. Beginning Reading

1. Retains words as acquired from dictated accounts charts with daily review.

    a. Have the student keep a word bank of all of the words he has acquired from dictated accounts charts. Each day he should be encouraged to practice reading the words in his word bank.

    b. Have the student illustrate certain words found in his word bank.

    c. Fishing in a Word Pool

    Place word bank cards in a fish bowl. Put paper clips on each card. Have the student use a make-shift fishing pole with a magnet on the end of it to "fish out" word bank cards. As the student hooks each word have him read the word to the teacher or another student.

2. Identifies sight or word bank words in library books and newsprint.

    a. Have the student look for sight or word bank words in library books. As the student comes to words he knows in library books have him record his findings by copying the name of the book on the back of his word bank cards.

    b. Have the student put one word bank word on large piece of paper. Provide him with old newspapers and magazines and ask that he look through these sources to find this word as many times as he can. As he comes to the word have him cut out the word and paste it on the large piece of paper. He can repeat this exercise for other word bank words.

    c. The above exercise can be repeated in constructing Word Bank Mobiles.

3. Identifies reliably "known" words in individually dictated stories.

    a. Have the student copy his dictated stories on a piece of paper. Have him underline reliably known words.

    b. The teacher can call out reliably known words to the student. Have the student underline the words called on the dictated accounts charts.

    c. The teacher gives the definition of a known word. The student is then asked to identify the known word by underlining it on the dictated accounts charts.

4. Identifies words found in dictated accounts which are not contained in a word bank of "known" words and acquires all "new" words found in dictated accounts by identifying them without reference to the chart.

    a. Have the student underline all words found on the dictated accounts charts which are not part of his word bank.

b. Use the language master to record unknown words found in dictated accounts. Have the student practice these words using the language master technique.

c. Give the student practice in identifying unknown words found on dictated accounts charts. Use such practice exercises as flash card drills, match card games, bingo, etc.

5. Reads with occasional aid simple library books previously read to him.

   a. During your library class today, select for your free reading one of the books you have heard during story hour in the classroom. Read the book, raise your hand if you cannot pronounce a word. I will help you. Write down all of the words I helped you with and bring them back to the room.

   b. With the words you wrote down in the library, look them up in the dictionary. Use each word in a sentence and underline the word. Add them to your word bank.

   c. Go to the book rack (table) and select a book you have already heard. Read through the book silently. Later I will come to each of you to listen to you read orally. You may ask a neighbor to help you with a word until I get to you.

6. Reads in circle with some teacher aid "easy-to-read" story books.

   a. Locate easy-to-read books in the school library. Have the students go to the library and browse at the easy-to-read books. Ask that he check out a group of these books which look interesting to him and which appear to be at his level of reading. He may need aid in making his choices.

   b. The student should be given an opportunity to read his easy-to-read story books by himself at his desk. If he comes to words he does not know he should be encouraged to ask the teacher or another student.

   c. The student can read his easy-to-read story books at the reading circle to his teacher. He should be encouraged to practice reading these books until such time as he needs no aid from his teacher.

C. Elementary Reading

1. Reads initial stories of typical first grade readers (1-2) or primer with sight recognition of about 95% of running words.

   a. Today will be another fun day. Select one easy book. (One that is extremely easy for you) Read it as quickly as you can. In one paragraph write down what the book was about. Bring your paper to me when you finish.

b. Listen to this book as I read it aloud. Tomorrow, I would like for you to select a story from that same book. Draw a picture illustrating that story. When you bring that picture to me be able to read that story aloud.

c. Listen to this tape I have prepared for you. The tape is taken from your text. Read the story silently as you listen to this tape. Now let's act out the story.

VI. Auditory Discrimination

A. Readiness

1. Discriminates sounds of different tones.

   a. Using a variety of tuning forks have the students listen to the different tones. Have students identify like tones and different tones made by striking the tuning forks.

   b. Teacher will play different sounds (records, tapes, musical instruments) to give students practice in auditory recognition of various tones.

   c. Students listen to a set of copper bells (found in orchestras). Teacher rings two and asks: Which is higher? Which is lower? One? Or two?

   The teacher compares 3 bells. Which is the highest? The lowest?

   Teacher compares 3 bells and rings one 3 times, the other 2 times. Which did I ring the most?

   After students hear all tones, have them arrange them on their own in sequence.

2. Chorals simple rhymes and jingles.

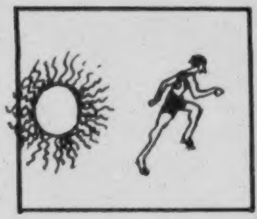
   a. Choose one or two commercial jingles which are popularly heard over radio or television. Have the students recite the jingles chorally, playing very close attention to the rhyming patterns.

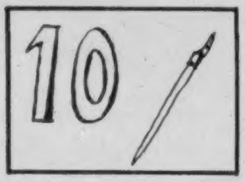
   b. Look at the poem on the board. Listen to me read it. Now, did you hear all of the rhymes? Identify the rhyming words for me. Good. Now we will read the poem together.
   Alice sat on a mat.
   Because she was so fat.
   She wanted to get up.
   But got in a terrible rut.

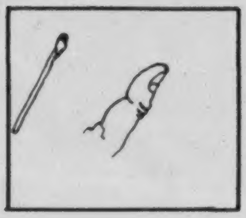
   c. Have students recite favorite nursery rhymes together:
   Mary Had a Little Lamb,
   Little Miss Muffet,
   Little Jack Horner,
   etc.

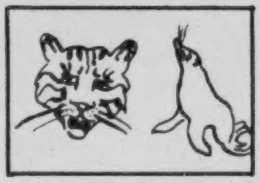
3. Distinguishes rhymes from non-rhymes in two-part comparison.

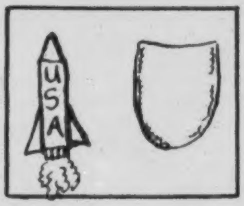
   a. Teacher passes out the following worksheet. Directions: Circle the pair of pictures if they rhyme. Put an X on' the pair if they don't rhyme. Teacher pronounces the words in the pairs.
   (See worksheet on following page.)

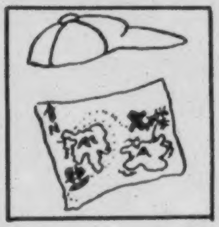


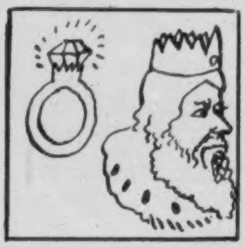












MATCH — THUMB
ROCKET-POCKET
CAP-MAP
RING-KING
SUN-RUN
TIGER-SEAL
PEN-TEN

b. Look at the poems written on the chalkboard. Some of the poems do not contain rhymes and some contain rhymes. Listen to all of the poems as I read them to you. Now raise your hand if you know the answer to these questions.
   1. Does the first poem contain rhymes? What about poems 2 and 3?
   2. What are the rhyming words?
   3. Add some rhyming words to these already given.
   4. Why aren't these rhyming words in this poem?

c. Using the language master prepare sets of cards containing word pairs that rhyme and word pairs that do not rhyme. As the student listens to the cards have them put rhymed pairs in one stack and unrhymed pairs in another stack.

4. Discriminates among one, two, and three syllable words.

a. Teacher pronounces the following words, clapping her hands to the syllables. Class calls out number of syllables. Toward end of list, let students clap out words on their own.

match
open
spot
basket
fell
strike
sitting
balloon
boat
sentence
remember
ribbon
late
butter
cap

b. Students complete a worksheet in which words are pronounced and students are asked to record the number of syllables heard. Then the teacher asks the students to write down the number of vowel sounds heard.

5. Discriminates like/unlike initial consonant pairs.

   a. The teacher provides the student with a list of words. Each word listed begins with a different consonant sound. Have students provide additonal words which match the words on the list according to beginning consonant sound.

   b. Students are given a list of words containing initial consonant digraph sounds. As the teacher reads another list of words to the students, the students are instructed to underline all words on their lists which start with the same sound as words which the teacher has read.

   c. Activity B above can be repeated using single initial consonant sound discrimination.

6. Discriminates rhyme/non-rhyme and like/unlike initial consonants in pairs presented rapidly.

   a. Teacher explains: "I am going to say two words. If they (rhyme/have the same beginning sound) stand up. If they don't (rhyme/have the same beginning sound) stay in your seat.

Words For Rhyming	Words For Initial Consonant
letter - better	right - ride
songs - thongs	done - dig
moan - loan	soon - say
light - right	bend - box
card - play	ton - send
dime - time	big - dime
name - tone	fat - finger
color - string	sound - with
send - lend	give - get
sound - round	room - tape

   b. Have students make a montage with picture of things that (rhyme/have the same initial sound). Have other students quickly say the picture pairs to hear the (rhyme/same initial sound).

   c. Students complete a worksheet with picture pairs on it of things that (rhyme/have the same initial sound). Students cross out any (non-rhyming/unlike initial sounds).

Pictures of rhyming words	Picture of Initial Consonants
ring - sing	desk - dog
round - mound	book - bed
card - yard	cup - cat
dime - time	goat - gum
pig - dig	man - mop
blink - sink	tent - top

B. Beginning Reading

1. Discriminates like/unlike initial blends in pairs

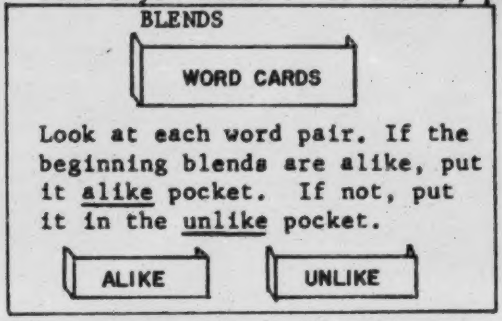
a. Teacher calls out the following word pairs. Students raise hand if like. Students leave hand down if unlike.

blue - black
drink - think
bring - break
cream - creep
press - please
play - please
fruit - freeze
present - breeze
grab - drank
treat - tree

b. Listen carefully to this list of words as I pronounce them. Place a line under each blend. I will ask you if the blends are alike or unlike in the words.

1. blue
2. blow
3. brake
4. front
5. friend
6. flow
7. drum
8. drink
9. dress

c. Student examine word cards. If pairs are alike, put in pocket that says "alike". If unlike, put in pocket that says "unlike".



Look at each word pair. If the beginning blends are alike, put it alike pocket. If not, put it in the unlike pocket.

brick - pretty
slid - sled
fry - slice
twin - twine
swim - sweep
quick - when
cloud - clam
plow - plop
sleep - slap

2. Discriminates like/unlike final consonants presented rapidly.

a. Who will pronounce these words for me? Good! Each of you pronounce the list after John. Note the final consonant of each word. Later, you will supply other words which end with this consonant.

LIST OF WORDS

1. Bob
2. tub
3. club
4. grab
5. rob
6. back
7. rock
8. black
9. trick
10. duck
11. him
12. room
13. gum
14. ham
15. whom

b. Use the stack of consonant cards. Place in one stack all the words that end with the same consonant. In another stack place words that end with a different consonant.

c. Students complete a worksheet. The worksheet consists of picture pairs. If the words end in the same consonant, the student writes the letter. If the words do not end in the same consonant, student crosses out picture pair.

(See chart on next page.)

book beak	balloon cabin	frog flag	box dime
bug pig	tulip tack	queen cat	game fort
deer tire	four turtle	box bell	smoke tack
towel snail	hook book	men chain	dome dime
skunk wagon	track book	dog frog	barrel pig

3. Discriminates like/unlike initial blends rapidly.

a. Teacher reads word pairs. Word pairs contain like or unlike blends. As the students hear each pair they are asked to discriminate like or unlike consonant blends. If word pairs contain like consonant blend sounds students are instructed to stand. If word pairs contain unlike consonant blend sounds students are instructed to remain seated.

b. The teacher records short lists of words which contain beginning consonant blend sounds. In each list one particular consonant blend is used repeatedly. Students are asked to identify the consonant blend heard most often in each list.

c. Have the students make a list of ten words which begins with a consonant blend sound which the teacher has designated.

4. Discriminates like/unlike final blends rapidly.

a. Students number their papers from 1-15. Teacher pronounces word pairs. If final consonant blends are alike, student writes blend. If not, student makes an X.

tooth - booth
block - rock
ground - down
rich - church
cord - mask
cold - sold
lawn - frown
back - sack
gold - dust
mouth - north
pound - mind
porch - reach
squirt - park
wild - fold
kind - heart

b. Make a list of words ending in nk. Use these words in sentences and underline any other words in the sentences with blends other than nk.

1. bank
2. rank
3. sank
4. tank
5. link
6. mink
7. pink
8. sink
9. junk
10. drunk

He felt like he was going to faint on his way to the bank.

c. Students study word cards. If final consonants are like, students put words in Alike pocket; if unlike, put in Unlike pocket. Same poster as shown in VI B. 1. c. can be used, substituting word cards.

with - tooth
form - storm
word - end
bring - song
attack - slick
witch - match
hunt - mint
world - tend
rock - park
moth - heart
work - third
list - dust
different - board
lend - found
sink - bank

5. Produces initial consonants and blends and final consonants and blends to match those in key pictures.

   a. Student completes a worksheet, writing the first and last letter of the words represented in various pictures.

   b. Student selects the correct blend words on p. 40, Phonics is Fun, Book 3, Modern Curriculum Press, c1968.

      Student selects the correct blend words on p. 42, Phonics is Fun, Book 3, Modern Curriculum Press, c1968.

   c. Teacher pronounces the following words. Student writes the first and last letter of the words.
      fan cat tag man bag pan cap valentine parrot
      box pumpkin jet feet goat football bird puppet
      fireman fist butterfly frog toad scissors dress
      boots rabbit

6. Discriminates long and short medial vowels in simple paired comparisons.

   a. In column A you hear the short vowel sound. In column B you hear the long vowel sound. Pronounce both columns and add five more words to each list--a total of ten words.

A	B
hat	hate
hid	hide
past	paste
pal	pale
cut	cute
plan	plane
rat	rate
pin	pine
strip	stripe

   b. Teacher asks students to listen to the following words. The students write S for same and D for different for each pair. According to the medial vowel. Students number their papers from 1-15.
      can - tan
      rip - rope
      win - Tim
      pot - shop
      beg - bed
      time - sit
      make - paint
      rain - dive
      same - past
      nine - bike
      just - cup
      cute - mule
      ride - lake
      did - came
      pine - bite

   c. Prepare a group of flash cards containing paired words with long or short medial vowels. Prepare a tape which says each pair of words. Have the student play the tape and categorize the cards in terms of paired medial long vowels and paired medial short vowels.

Eg. Short Medial Vowels	Long Medial Vowels
hot - pot	hole - pole

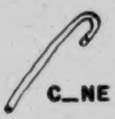
C. Elementary Reading

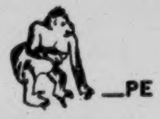
1. Discriminates vowel elements rapidly and accurately.

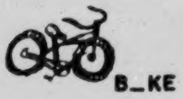
   a. Teacher reads list of words. Students write letter representation for vowel sound heard on paper. Teacher moves through list as quickly as possible.

   b. The teacher reads to the students a list of words containing glided and unglided vowel elements. Students categorize each word under one of two headings, glided or unglided by writing either the word or its number in the list on a two-column worksheet.

   c. Student completes a worksheet by studying the pictures and filling in the missing vowels in the words.







2. Identifies beginning elements in the second and third syllable position.

   a. Have students listen to the teacher read a group of two and three syllable words. As the teacher reads each word have the students identify the sounds they heard at the beginning of each syllable.

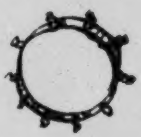
   b. The teacher pronounces a list of words containing two and three syllables. These words are scrambled within the list. As the student hears each word have him hold up a card with the letter(s) representations heard at the beginning of the second and third syllable of each word read.

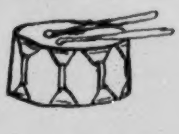
   c. Have students listen to a list of words. Have them clap if they hear a certain designated sound at the beginning of the second or third syllable.

3. Discriminates among common rhythmic language patterns.

   a. The teacher reads to the class poetic couplets. The students are asked to beat the metric pattern heard on their desk.

   b. Using a tambourine or a drum the teacher or a student beats a metric pattern for the class to follow. After the metric pattern is heard the class mimics the pattern by clapping their hands.





c. Listen to these pop records. What beats do you hear? Is the rhythm is song A the same as that of song B. Explain and demonstrate the rhythmical pattern you heard in one of the songs.

D. Mature Reading

1. Discriminates among varied patterns of prose. (Narrative, comparative, descriptive and expository).

   a. The teacher reads to a group four short paragraphs. The students are asked to select the correct pattern of prose for each paragraph read.

   b. Students prepare bulletin board displays of illustrations, titles, etc., from books and stories of different prose style.

   c. Students select cards containing the 4 patterns of prose from a pocket. After reading the card, student places it in the pocket according to pattern. Student records (on his answer sheet) the number of the card and the pocket letter of which he put it in. (Make 16 cards, 4 of each pattern).

PATTERNS OF PROSE
Is it narrative, comparative, descriptive, expository? Put the cards in the right pocket. Write down the card number and pocket letter.

CARDS

A. Narrative
B. Comparative
C. Descriptive
D. Expository

VII. WORD ANALYSIS

A. Readiness

1. Associates visual symbols with meanings

   a. Use symbols in the classroom to signal various ideas, such as
   ☺ - take out a piece of paper and put your name on it (please).

   ✂ - Cut out a picture and paste it on a piece of paper.

   b. Discuss the symbols we use, such as traffic lights; trademarks of familiar products.

   c. Cut out of magazines advertisements for products you recognize and paste them onto a piece of paper.

2. Begins acquiring sight vocabulary from T.V., products in home, labels in classroom, etc. by incidental rote association

   a. Label everything in the classroom: desk, pencil sharpener, sink, table, etc.

   b. Turn on the T. V. before school in the morning or when children are waiting for buses after school.

   c. Encourage and reward children for thumbing through books and magazines; make the reading corner a pleasant place to be.

3. Identifies all letters of alphabet rapidly

   a. Plays with link letters; links letters, naming some and matching key letters to like letters in string.

   b. Sing the alphabet song; point to letters on chart as you sing. Let children also do the pointing in front of the class or on individual desk alphabets

   c. Have "buddies" flash cards to each other on which are written the letters of the alphabet.

4. Produces rhymes with ease

   a. Learn some rhymes or jingles or songs with rhyming lyrics.

   b. Together write some jingles or limericks or other poetical form requiring attention to rhyme.

   c. Present rhyming words together with some foils; have children pick out the non-rhyming ones.

B. Beginning Reading

1. Associates beginning consonant sounds with appropriate letters.

   a. *Categorize word bank words by beginning letters.*

   b. Find pictures in magazines which begin with a particular consonant under study. (This must be demonstrated and practiced in group sessions first.)

   c. Given a word orally, write the letter it begins with.

2. Identifies and produces word families for familiar stems.

   a. Find rhyming words among word bank words.

   b. In a group session, choose a familiar word and have the group select rhyming words from a list; then ask them to produce others.

   c. Take a word bank word and see how many other words you can write which rhyme with it.

3. Correctly identifies words combining known stems with simple inflectional endings.

   a. Find word bank words which end in -s, -ed, or -ing. The teacher will need to eliminate words in which these endings are not inflections added to roots. Compare these words to the root from which they were made. Draw from the children the meaning change made in a word when an ending is added.

   b. Hunt for words in books, magazines, or newspapers which are made from a root and -s, -ed, or -ing.

   c. Group lesson: Find all the word bank words which name persons, places, or things. Write them on a piece of paper. If the word names one how would you say it to name two? Add -s to the ones which would end in an s sound.

4. Associates sounds with initial consonant blends and digraphs.

   a. Present together known words differing only in initial letters, such as pan-plan; bake-brake; sell-spell-smell. Pronounce the words together with the children. Supply additional known words and together categorize them in either the single consonant or blend category. Erase the words and ask the children to supply the categories from memory and their own knowledge of words beginning with the sounds in question.

   b. Hunt for pictures in magazines of items beginning with a particular consonant blend or digraph.

   c. Make a blend or digraph sound board for the class from pictures found in magazines by children.

5. Increases sight vocabulary to 50-100 words
    a. Add words to word bank from dictated stories.
    b. Have students hunt for known words in books, magazines, newspapers, etc. Any recalled when flashed after a day's interval should be added to bank.
    c. Add words to bank through word family exercises.

C. Elementary Reading

1. Uses consonant substitution to attack new words of familiar word families.
    a. In the group, teach the procedure of deriving word families by substituting consonants and blends with reference to sound boards.
    b. Have partners exchange lists of derived word families and read them to each other.
    c. Find word family words of known words in books, magazines, newspapers, etc.
2. Associates sounds with the four common vowel patterns.
    a. Group Lesson:
    Present two lists of familiar words which exemplify two of the common vowel patterns: bed, met, beg, pen, pep, fed, let, hen and be, we, he, me.
    Ask the students to tell what makes the words in one column different from the words in the other column.
    Tell the students that these words illustrate two common word patterns in our language; cvc and cv
    b. Find in word banks other words which follow one of the patterns.
    c. Hunt for words in books, etc. which follow one of the patterns (Can you pronounce it?)
3. Associates sounds with r- and l-controlled vowels.
    a. Present two lists of familiar words for comparison:
    morning, born, sport, orbit vs. monster, bonfire, spot, hobby.
    Ask the students to decide what similarities and differences there are between the words in each column. (Both spelling and sound).
    What other words do you know which have the "or" sound and spelling?
    b. Hunt for words in books, etc. which have "or" in them.

c. On language master cards, write words which have r-controlled or l-controlled vowels. In the latter position on the teacher track, record the correct pronunciation of the word. The student looks at the word, records his pronunciation, then listens for the correct pronunciation.

4. Associates sounds with dipthongs and irregular vowel patterns.

   a. Present a list of known words having a particular vowel pattern:
   oil, boil, joint, join, point, void, oink.
   Draw from the students verbalization of these words communal characteristics: spelling and sound.
   What other words do you know with this sound?

   b. Hunt for pictures of objects with the sound; make a sound board for class reference.

   c. Compile a class word list of words with the oi, (etc.)spelling and sound.

5. Uses knowledge of consonant and vowel sounds in attacking new words met in context.

   a. Provide opportunities for children to read books of their own choosing.

   b. Keep a list of difficult words met in independent reading. In a conference, the teacher helps the student attack the words phonetically.

   c. Follow-up to directed reading activity: together analyze words which gave individual members trouble during silent reading. If context does not provide enough clues for word recognition, demonstrate how phonetic knowledge might.

6. Recognizes and understands the meanings of common prefixes and suffixes.

   a. Present several words with a common prefix:
   redo, retype, reseal, remake
   Have the words pronounced; What does the re do to the meaning of each word? What then, must re mean when it is placed before a word?

   b. What other words do you know which begin with re? Does the re mean the same thing in these new words? (Check the dictionary when in doubt).

   c. Make a classroom reference chart of familiar prefixes, their meanings and words which employ them.

7. Uses knowledge of accent in known words to predict stress in attacking unknown words. (This skill is useful only when the reading vocabulary begins to outstrip the speaking vocabulary).

a. Derive rules of accent by presenting known words of the varying syllable numbers.

b. Present some multisyllabic words which are most likely unknown to the class. Try to pronounce them. Check the dictionary to see if you are right.

c. Use the language master: write unfamiliar multisyllabic words on cards; pronounce them on the track. A student looks at the word; attempts pronunciation; then listens for the teacher pronunciation.

VIII. Writing

Objectives and Suggested Activities

A. Readiness

1. Writes name
2. Writes some letters of alphabet crudely

B. Beginning Reading

1. Composes simple sentences
    a. Use the word cards provided for you to complete the sentences.

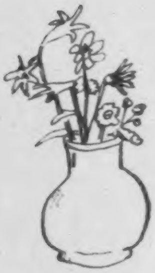
    Cards:

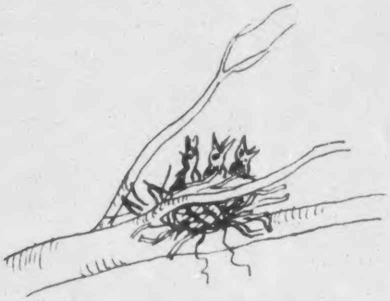
    1. I can play.
    2. John goes to basketball games.
    3. Alice ate pie.
    4. Play with me.
    5. Do you eat three meals a day?
    6. Tom is playing.
    7. I am not going.
    8. Carey is a teacher.
    9. John is an artist.
    10. Mary has on a blue dress.

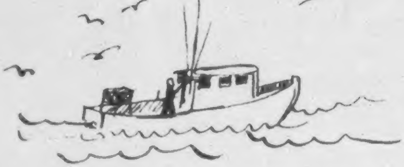
    b. Have the student write a short sentence using each word from his word bank on the back of that word bank card. Underline the word bank word in each sentence.

Eg.	dog	My dog has fleas.
	One side of card.	Other side of same card.

    c. Teacher presents simple pictures to the class. Each student writes a sentence about the picture.



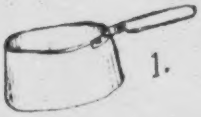




2. Labels Objects
   a. Rummage Sale

Have a table in the classroom with a number of objects familiar to the student which are for sale. Give a student the task of labeling each object and a price as to the object's worth.

b. Examine each picture on the chalkboard. Now examine the words on Board II. Match the words with the pictures.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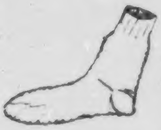
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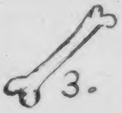
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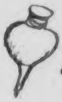

4.

Words

1. sock

2. pot

3. bone

4. top

c. Teacher, makes the following word cards. Teacher dictates the following words and students write down the words:

desk
table
book
window
floor
wall
chair
basket
corner

Then one student takes word card (desk) and places it on the desk. This activity is continued for all word cards.

3. Completes dictated experience story
   a. The teacher reads sentences from experience stories with which the students are familiar. As each sentence is read one or two words are left out for the students to supply the appropriate word(s).

b. Sentence Completion

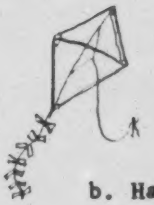
The teacher makes phrase strips of an entire experience story. Students are asked to match phrase strips to form whole sentences. A flannel board could be used in this activity.

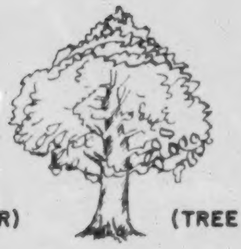
c. The teacher dictates part of an familiar experience to the students. Students are asked to complete the experience story to the best of their recollection.

4. Writes short accounts using phonetic spelling plus recall of sight words
   a. Given a group of picture word cards have students write the word which names the picture. Students should be instructed to write these words to the best of their ability. This activity should not be used as an opportunity to correct spelling errors.

4. a. (continued)

Eg.





b. Have students write down a short description of something they own. Students should be encouraged to write these sentences to the best of their ability.
(Eg. I have a kite. My kite is green.)

c. The teacher guides the students in extending letter name strategy by providing students with multisyllabic words in an oral presentation. Various students are asked to identify those letters which they think they hear in the words read. These student predictions can be put on the board and matched with the actual spelling.
(Eg. The student may volunteer CARPNDR for carpenter)

C. Elementary Reading

1. Writes stories of increased length. Percentage of correctly spelled words increases gradually to approximately 50% of the running words.
a. Have students write stories describing recent experiences. After writing the story have students list words from their stories for which they are not sure of the spelling. The teacher aids the students in investigating the proper spellings of words mispelled. Have students keep correctly spelled words for reference in writing new stories.

b. Have students illustrate stories which they write. Story booklets or illustrated stories can be put on display within the classroom.

c. Have students keep collected story writing in a classroom collection of individual stories.
Eg.

OUR
STORIES

2. Consonants representing more than one sound (c/s or s/z) begin to follow rules and students are able to make correct choices. (Eg. dogz becomes dogs)
a. Have students choose the proper consonant letter in word completion exercises.
Eg. The dog__ began to fight.
(s,z)

b. Provide students with a list of mispelled words. Use consonants representing more than one sound in the mis-pelling. At their seats have the students write the correct spelling for each word on the list.

WORD LIST

kake
roze
dogz
kats
doez

pensil
lites
fone
lauf
elefant

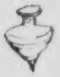
c. Picture Context

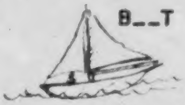
Provide students with opportunities to choose the proper word homonym that fits in the context of a sentence and fits the describing picture.
Eg. "I asked for a man who could play first (bass, base)."

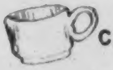
3. Vowel patterns emerge to correct form.

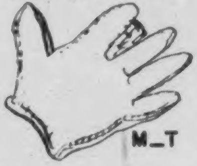
Note: Vowel patterns at this stage may transfer, sometimes negatively to previously correct forms. Thus SOP may become SOAP from sight recall, then revert to SOPE from the influence of the silent e concept and finally return to the standard form SOAP a little later.

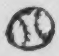
a. Provide students with exercises in supplying the correct medial vowel in one syllable word when the medial vowel(s) have been omitted.
Eg.

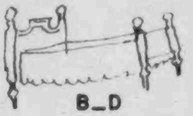


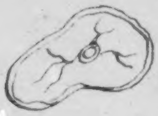












b. Supply the student with simple sentences in which some of the vowels in the medial positions in words within the sentences have been omitted. Have the students supply the missing vowels.

Eg. The b_y wore r_d s_cks.
M_ry c_n r_n very f_st.
J_m pl_ys b_ll w_ll.
T_m h_t the b_ll.

c. Provide the students with a list of multisyllabic words in which all vowels have been omitted. Give the students a clue as to the actual words. Have the students supply the missing vowels.

Eg. crpntr _ _ _ _ _ _ _ _ _
(A man who makes cabinets and furniture.)

cntr _ _ _ _ _ _
(The middle of something)

4. Capitalizes proper nouns, titles and first word of sentences as well as uses periods fairly consistently.
   a. Provide students with sentences in which all capitalization and ending punctuation have been omitted. Have the students supply these missing elements.

   b. After creative writing exercises have students check over their work and correct any mistakes or deletions which have been made in capitalization or sentence punctuation.

   c. Have students write their own short accounts, purposely deleting all capitalization and sentence punctuation. After this assignment has been completed have the students exchange their short accounts so that students other than the original authors can supply the proper capitalization and sentence punctuation.

5. Written productions match and then exceed dictated productions in detail and structure.
   a. Dictation Drill

   The teacher reads a short account to the students. Students are asked to write down what is being read word for word. After the dictation, students are given an opportunity to check their accuracy.

   b. The teacher reads a short selection to the students. The students are asked to listen to the selection and then write their own version of what they have just heard. Students should not be made to feel that they must reproduce what they have heard word for word.

   c. The teacher provides the student with the outline of a story. The students are asked to write the story using the outline provided.
   Eg. The Mysterious Sound

   Characters: Jack and Steve
   Setting: A camping trip in the woods
   Time: Midnight
   Plot: As Jack and Steve settled down for the night in their tent they began hearing a mysterious sound . . .

6. Follows the concept of completeness in adequacy of detail and clarity in written exercises which are teacher-directed.
   a. The teacher holds up five articles of clothing and asks the students to accurately describe on paper what they see.

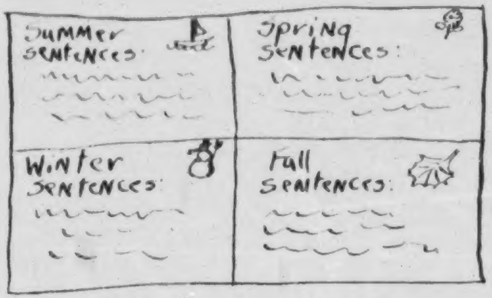
   b. The teacher reads several paragraphs in which the information given has been purposely jumbled. Have students correct these jumbled paragraphs so that the paragraphs are clear and concise.

c. How Do You . . . ?

How do you ride a bike, swim, tie your shoe, bake a cake . . . ? Choose something to write about which explains how something is done. Be sure to provide the reader of your report with detailed information. Your teacher will help you.

7. Where appropriate to topic, paragraph units are employed.
a. The Four Seasons

Write several sentences describing each of the four seasons, Spring, Summer, Winter, and Fall. Now look at your work. Could you separate what you have written into four separate topics? If so, cut out each sentence you have written. On a separate sheet of paper put the following headings: Summer, Winter, Spring, Fall. Paste each sentence under the appropriate heading.
Eg.



b. Write a paragraph describing your favorite food.

c. The teacher will provide the students with a written selection in which all paragraph indentions have been omitted. The students are asked to rewrite the selection inserting the paragraphs where they think they should be.

8. Uses the concepts of nomination, prediction and modification in writing.
a. Provide the students with a list of words and word phrases. Have the students categorize each word or word phrase under the following heading:
Naming Words Action Words Describing Words

b. Provide the students with a group of sentences. Have them distinguish words and phrases in the nomination position, the predication position and the modification position.

c. Put words and word phrases which are nominators, predicators or modifiers on strips. Have the students use these strips in various combinations to create interesting sentences.

9. Simple basic writing forms such as the creative essay, composition and story are discriminated among and used.
a. Provide students with a variety of short essays, compositions and stories. Number each selection. As the student reads each selection have him decide whether he is reading an essay, a composition or a story. Have him write down his responses on a sheet of paper--each response corresponding to the numbered selection. After he has completed this exercise have him check his work using a key which the teacher has provided.

b. Provide the students with opportunities to discriminate among essays, compositions and stories in their teacher-directed reading groups.

c. The teacher should have a collection of student essays, compositions and stories. Provide students with opportunities to look through this collection and distinguish among these writing forms.

10. Elements of style, usage, form and terminology are studied and practiced.
a. The teacher guides the students in discerning elements of style, usage and form in short passages which are read in directed reading.

b. Students are given opportunities to practice skill in discerning elements of style, usage, form and terminology through English grammar text materials.

c. The teacher demonstrates the elements of style, usage, form and terminology through the students' individual writings.

11. Written productions may extend from several pages to six to eight pages.
a. Provide students with suggested report topics in content area subjects. Have the students research the topic of their choice and write a report of ample length to cover the topic well.

b. In creative writing have students outline their ideas before writing. As they write, encourage students to elaborate on topics and subtopics.

c. Provide students with information for a story. Have the students compose the story, using the facts provided. Encourage the students to use illustrative descriptions as much as possible.

IX. CRITICAL THINKING

A. Readiness

1. Word and phrase utterances
2. Word and phrase responses to dramatic activities
3. Phrase responses to activities attended to
4. Simple sentence reports of experiences
    - a. Teacher engages each child daily in conversation by asking questions such as: What did you do that was interesting last night? What have you seen today that you liked? What have you done today?
    - b. Teacher lists on board the following sentences, leaving space between:

      The dogs ran around the house.
      Six elephants were sleeping in the woods.
      There are ten houses on our street.

      Have the students dictate different ways to say the same thing.
    - c. Teacher reads these statements. Students decide how they are different and why.

      The boy ran into the house happy to be home.
      The boy was crying when he ran into the house.
      We quickly got everything ready for the picnic.
      Nobody was excited about getting ready for the picnic.

B. Beginning Reading

1. Simple accounts of experiences
    - a. Teacher asks students to describe something exciting, using as many questions as necessary to have the student describe the experience in several sentences.
    - b. The teacher asks the student to dictate an account while he writes it down or uses a tape recorder for later transcription.
    - c. The teacher asks each student to bring in an object that relates to something they have done. Each student is asked to describe the object and tell his group the story of how he acquired it. The students can be divided into small groups (3-5) to make each student move at ease. Groups can be rotated so that each talk is shared with everyone.

2. Dictates accounts which demonstrate self-other discrimination.

    a. The teacher asks every child in the room to bring in the top from a jar or bottle and to know what the contents are used for. Each child shows his top to another child, who is asked to handle it and ask questions. When the top is identified, the child who brought in the top should be asked to explain what the contents of the jar are used for. (Adapted - p. 98, EXPERIENCES IN LANGUAGE, Petty, Petty, and Becking, Allyn & Bacon, 1973).

    b. Each student is asked to collect 3-5 things in a category (rocks, jars, seeds, bird pictures). He is asked to learn as much as he can about his collection. Each student is then given an opportunity to describe his selected categories qualities and the individual objects he has.

    c. The children sit in a circle. Each student looks around the room and picks out an object to describe. He does not tell what object he has picked. When called upon, the student describes the object by color, shape and position until it is identified. Several "rounds" of this can be played.

3. Dictates creatively from picture stimuli, deals with major and minor elements and projects future events or probable consequences of the given scene.

    a. Teacher mounts magazine pictures of various types (scenes, news events, ads) on tag board. Student studies 3-6 pictures and dictates sentences about what is happening in the picture.

    b. Using pictures mounted on tag board (magazine or commercial educational pictures) the student answers orally the following questions about each picture:

        (1) What are the main parts in this picture? Why do you think they are important? What is the main idea of this picture?

        (2) What things are not really important in this picture? Why aren't these things that important?

    c. Teacher locates some action pictures or uses one of the first in a series of the Sequence Cards (Milton Bradley). Student decides what will happen next and explains why he thinks so.

C. Elementary Reading

1. Discriminates between setting and theme in simple story.

    a. Student explains what he thinks is going to be the main idea of the story from the title.

b. Student explains what he thinks is going to be the setting of the story from the opening picture.

c. The teacher collects a series of titles and open pictures for stories. The student answers the following questions:

   (1) What do you think is the main idea? What clue did you have?

   (2) What do you think is the setting of the story? What clues did you use?

   (3) What is the difference between a main idea or theme and the setting?

2. Recognizes multiple theme possibilities of simple story.

   a. Teacher has the student study the title and opening picture of a story. Student orally explains the following:

      (1) Give three possible main ideas or themes from looking at the title and picture.

      (2) Give reason for each of your choices.

   b. Teacher writes a title on the chalk board and shows an opening picture to the class. Each student studies the title and picture and writes down a main idea and setting. Students then take turns reading to the class their themes and settings for comparison.

   c. Teacher reads title and shows first picture of a story and asks class to tell what they think story will be about. Teacher then reads story.

3. Uses evidence to support--to confirm or revise--predictions about story conclusions.

   a. Teacher reads introductory paragraph of a story. Student is asked to dictate predictions as to story outcomes. Teacher records these. Student orally gives reasons for each prediction. Teacher completes story. Student then orally cites evidence to confirm or revise his predictions from the latter part of the story.

   b. Teacher reads introductory paragraphs of a story. Students each write an ending and lists 3 or more reasons why they think story will end that way.
   Teacher completes story. Students write 3 or more evidences to support their predictions.

   c. Students read a short story and discuss how it ended. Then as a class they examine the story for author's clues as to its outcome. These can be listed on the chalkboard.

4. Responds to counter-plot evidence without abandoning central theme.

   a. Teacher discusses with class author's styles sometimes include counter-plot. Students then hear or read a story containing counter plots. Through group discussion, students identify main theme and counter-plots.

   b. Students are asked to read a story containing counter-plots. They are asked to state the main theme and to list counter-plots the author uses.

   c. Teacher selects film containing counter-plots. Students view film and determine main idea and counter-plots. Through group discussion students give ideas as to why author used the counter-plots. (Fun With Fantasy, VCU Kit).

5. Adjusts expectancies in relation to simple story types (plotted story, myth, simple contents, poem).

   a. Teacher reproduces the first parts of a plotted story "The Last Pumpkin Seed", a myth or fable "The Man and His Donkey", a story of simple content "Skinny Takes His Own Picture", and a poem "Trees". Teacher leaves a space beneath each. Students fill predictions of story. Through class discussion, students discover why their predictions varied with story type. Each story type is first identified and clues for prediction are identified. (MORE STREETS AND ROADS, Scott, Foresman and Co.)

   b. Students listen to the titles and first paragraphs of the various story types. They identify the story type and predict how each will end. Students give reasons for their predictions. (Use selections from old Scott, Foresman and Co. basals or other basal tests).

   c. Students are asked to design a story title and first paragraph for each of the following story types: plotted story, myth, simple content, poem. On a separate sheet, have students predict their outcome. Have students switch papers and write predictions of how each will end.

6. Extends prediction and closure techniques to longer stories and produces evidence to support possibilities and convictions.

   a. Student completes a worksheet "What Happened Next?" p.19 Reading-Thinking Skills, 4^1 Level, Continental Press, Inc., 1962.

b. Student reads the following paragraphs and answers the questions. This could be duplicated or written on the chalkboard.

A small boy sat on a high chair with a great white cloth pulled close around his neck. It covered his clothes like an apron. The man beside him stood ready to cut the yellow curls which covered the small boys head.

Behind the chair and out of sight of the mirror stood the small boy's mother. Large tears rolled down her face. "I can't bear it, I just can't," she said to herself. "I'll go outside and wait until its over." Then she hurried through the door without a word.

These paragraphs are taken from a longer story. Use predictions to answer the following questions.

(1) What is the setting? Give three clues.

(2) What happened before this point in the story? Why do you think so?

(3) What will happen next? List 3 clues.

(4) What happened after the boy and his mother left the shop? Why do you think so?

c. Students read the book WHEELS, Checkered Flag Series. At the conclusion of each chapter, student predicts what will happen in the next chapter. Student lists at least three pieces of evidence for each prediction. For Ch. 2-8, student reexamines earlier predictions and lists clues (2-3) from the chapter to confirm or revise his prediction.

7. Anticipates appropriately with inverted plot structure and multiple themes in standard stories.

a. Student read The Day the World Went Away, Anne Schraff, Read Paperbacks. At the end of each chapter student lists themes in the chapter and lists two or three predictions for next chapter. At close of book, student write one or two sentences describing plot.

b. Students as a class read Flea, Checkered Flag Series, and discuss at close of each chapter what they think is happening (themes) and why. Students discuss predictions for next chapter. At close of book student reexamines book to find evidences of each theme. These can be listed on the chalkboard. Students dictate the development of the plot and discuss how the author inverted the plot.

c. Use the record Alfred Hitchcock's Ghost Stories, Educational Reading Service, teacher selects one story, plays the first part of the story, and has students determine the main theme and lesser themes and predict how it will end. Play rest of story and discuss why ending is inverted.

8. Discriminates among standard plots, detective, space fiction, tall tale and mythic themes and between these and biographical and informative writing.

a. Students listen to the following stories on records from Educational Reading Service:

Johnny Appleseed, Swiss Family Robinson, Story of Bach, The Count of Monte Cristo, Black Beauty, Emperors New Clothes, The Red Badge of Courage, Twenty Thousand Leagues Under the Sea, Witchcraft of Salem Village, Winston Churchill.

Have students beforehand arrange the following cards on the wall or bulletin board and make cards of each of the record titles to be put under the correct heading after they hear it.

FICTION

Standard Plot

Detective

Science Fiction

NON-FICTION

Biographical

Informative

As the students hear each record, the class decides under what heading to place the title.

b. Using the classification system indicated in a) above, students make a log sheet of stories they read. This can be duplicated.

FICTION	**NON-FICTION**
Standard Plot	Biographical
Detective	
Science Fiction	Informative
Tall Tale	
Myth	

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9. Uses evidence to support judgement about story implications.

   a. Students complete a worksheet "Find the Evidence", p.5 Reading-Thinking Skills 6^1 Level, Continental Press, Inc., 1963.

   b. Teacher selects several newspaper articles on current topics. Several (3-5) students are assigned to an article. After reading the article, students state conclusions about the article and give evidence from the article to prove their point.

   c. Students complete the worksheet "Find the Reason", Reading-Thinking Skills 4^1 Level, p. 21, Continental Press, Inc. 1962.

10. Discriminates between the stereotype and classic in basic trad-book selections.

    a. Students read as a group Indian Two Feet and His Horse and Jack and the Bean Stalk. Teacher has students discuss likes and differences of the two books. The discussion is guided to point out the difference between stereotype and classic books. (Reader's Choice Catalog, Scholastic Book Service, 906 Sylvan Avenue, Englewood Cliffs, N. J. 07633).

    b. Students read on their own one or two of the following from each list :

Stereotype	Classic
LENTIL	CITY MOUSE - COUNTRY MOUSE
NOODLE	THE EMPEROR'S NEW CLOTHES
CALVIN AND THE CUB SCOUTS	STONE SOUP
A PONY FOR WINTER	THE UGLY DUCKLING
MY DOG IS LOST	BLACK BEAUTY
HIGH COUNTRY ADVENTURE	HANS BRINKER
	LITTLE WOMEN

Student writes a short paragraph on each book he reads explaining the book and why it is a stereotype or classic book. (Scholastic Books)

c. Students skim the following books and determine whether they are stereotype or classic. Students list the titles in two columns. Class compares their classifications and discuss discrepancies.

ALVIN'S SECRET CODE, DRAG RACING, GHOST CAT, THE BLUE MAN, BIG RED, BRIGHTY OF THE GRAND CANYON, THE ADVENTURES OF TOM SAWYER, THE CALL OF THE WILD, FIRST WOMAN DOCTOR, SWISS FAMILY ROBINSON, THE BIG WAVE, TREASURE ISLAND, THE VELVET ROAD.

11. Discriminates among common periodicals related to interests including general news, sports and the like.

a. Go to the library and browse through the periodicals. Look at the periodicals that interest you most. You may choose to select periodicals on sports. From two different periodicals read one article in each book. In one paragraph for each article critique what you have read.

b. Go to the library and select three periodicals. You may need to consult your librarian. Examine each periodical carefully. In your judgement evaluate each magazine. Check with the librarian to see if there are guidelines or evaluative criterions for a periodical. Write up a report stating which periodical follows the criterions.

c. Bring to class your favorite magazine. Read your favorite article from the magazine. Prepare a presentation for the class for reviewing the article. Use art supplies to create a scene. In your presentation state why that is your favorite magazine.

12. Adjusts reading rate to purpose and material.

a. Teacher passes out a worksheet (see below)on a chapter of WHEELS. Entire book can be done this way. Explain "skimming" technique to students. Have them locate answers to questions as fast as possible.

Explanation of skimming should include the following points: Used to locate answers quickly. Accomplished by scanning first words in paragraph heading, captions of pictures, and first and last sentences of paragraph to determine topic being treated.

WORKSHEET - WHEELS

Name: ________________

1. What is the title of this chapter?

2. When wheels and Marc got to Bob's car, where was Bob?

3. Where is the cabin? Give the name of the crossing and tell which way you turn.

4. What was keeping the steering wheel from turning in the Red one?

5. Where was Marc outside the cabin?

6. Marc could not get the door of the Red one open because ______________________
____

7. Why did Bob have to drive back that night?

8. How did wheels know someone was in the Red one when he went out of the cabin?

9. What color was Bob's face?

10. Which window of the Red one was broken?

b. Discuss with students the difference in reading for enjoyment and to feel author's style and to locate answers quickly. Ask how they would read each of the following and why:

Front page of newspaper
Black Beauty
T.V. Guide
Article on making a birdhouse
Textbook assignment in science

c. Have the students select something (book or story) to read for enjoyment and something to skim for an answer to the title. Have them answer the following questions about each:

How did you read this?
Why?
What did you find out?
Did the author's style seem important to the way you read the book?

13. Responds to questions in a teacher-directed exercise in content reading by exploring and relating ideas vigorously.

a. Students each have read the assigned section of material in class. Teacher asks the following questions:

What is the main idea:
Why do you think so?
What is the title?
How does it relate to the main idea?
What facts are outlined?
Why did the author present them that way?
How can knowledge of these facts be used?

b. Students read the selection assigned in class. Each designs three questions which require evidence be given from the selection for an answer. Students read questions. Class answers orally.

c. Select a controversial topic in the content being studied. Select a reading selection. Have students read in class. Divide class into Pro and Con sides and have them debate their side citing evidence from the reading.

14. Deals with vocabulary demands by using appropriately context, graphic aids, glossary, and dictionary.

a. Use The New Days and Deeds, Scott, Foresman and Co., 1955 or other test with glossary which will provide some difficulty in word recognition for the student. Have student read "The Big Word: or other selection. Have students read selection silently listing any words which they did not know immediately. Have student write in their own words the definition and tell how they decided the meaning: from the sentence (context), from the picture (graphic aid), from the glossary, or from the dictionary. Discuss individually the student's methods of determining word meaning, encouraging him to use the best way dependent on the word.

b. Teacher writes a paragraph on the chalkboard. Underline words that will probably cause difficulty. (Newspaper articles are a good source). Pass out a dictionary, and mount and display an accompanying picture. Have students read a while silently. As a class go over each word, have one student use context, one use the picture, and one the dictionary to define each word.

c. List sentences on a worksheet leaving space below for student to copy the underlined words and define them. Use sentences from a text with a glossary. Have students determine the meaning and state if they used context, the glossary, or the dictionary.

The following examples are from New Days and Deeds, Scott, Foresman and Company, 1953:

(1) Meeting strangers embarrassed the shy boy so that he blushed and stammered.

(2) The speaker inspired the crowd.

(3) Alice fascinates everyone by her beauty and charm.

(4) He sat hunched up with his chin on his knees.

(5) Punishment seemed to make little impression on the child.

15. Uses text accurately to support judgements relative to affirmation, conclusion or assertion of need for further information.

a. Have students read "What Can Be Done?" Drugs in Your Life, book 2, Xerox, 1973-4.

Have students react to and give evidence from the selection on the following judgements (affirm, or assert need for further information, or conclude).

(1) Eric's ideas about drugs are good.

(2) Some kids say drug-taking is okay because "Everybody is doing it". Why does he say that?

(3) What does this mean: "There's a price to be paid for joining the group?"

(4) Group pressure sometimes gets kids to try drugs.

(5) Can group pressure keep kids from using drugs?

b. Have students read "Just for Kicks", Drugs in Your Life, book 2, Xerox, 1973-4.

Have them list their judgements on drugs after reading the article. Have several students read their judgements. Have the class affirm, conclude, or assert need for further information on their judgements using evidence from the article.

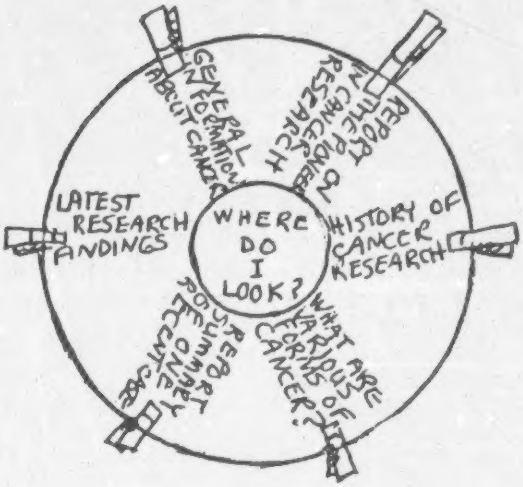
c. Have students collect 3-4 articles from the newspaper on one topic. Have them make 3 judgements and cite evidence from the articles for their judgements. Have them make one judgement that will need further information and have them list where they could locate that information.

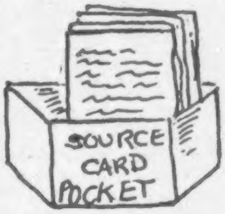
D. Mature Reading

1. Appraises standard content selections and generates probable content and appropriate reading-study purposes.

a. Where do I look

Suppose you were asked to find information about cancer. Where would you look for your information? Read the items for which you must find some information and match the probable source card for each item.*


WHERE DO I LOOK?
GENERAL INFORMATION ABOUT CANCER
REPORT ON THE PROGRESS OF CANCER RESEARCH
HISTORY OF CANCER RESEARCH
WHAT ARE VARIOUS FORMS OF CANCER?
REPORT OR SUMMARY OF ONE RECENT CASE
LATEST RESEARCH FINDINGS


SOURCE CARD POCKET

*Source card pocket will contain cards with references on them. Wheel can be attached to station so that station could be used for the same skill activity but different topics.

b. In reading standard content selections have the student ask himself the question "What kind of information am I going to find in this selection?" Have him record his predictions and check them after reading.

c. Have the student survey a reading selection by looking at the title, subtitles, illustrations. Have him ask himself two questions:

(1) What am I looking for?"

(2) What does this reading selection tell me?"

Have the student write down what he needs to know and what he thinks he may find out.

2. Selects among common teenage and general periodicals in areas of interest and responsibility.

a. What's the Current Trend?

Using the current periodicals and newspapers available to you at the Free Reading Center check on current trends or opinions in one of the following areas that interests you.

(1) President Nixon's Honesty

(2) The Ability of Nixon to Continue as President of the United States

(3) The Energy Crisis

(4) The Latest Movies

(5) The "Exorcist"

(6) Drugs

(7) Fashions

After looking up your information write a short report on what you find. If there is a difference of opinion be sure to report all of these opinions in your report. How does the information you have found relate to your own feelings? In the end of your report be sure to state your opinions or feelings.

b. Go to the library and find your favorite teenage periodical. Read an article in that particular book. Write up a summary of that article. Interject your view points in the summary. Do you agree or disagree with what happens? Was this really a problem or an issue? Just what really happens? Express yourself freely.

c. What is your interest or hobby? Tennis, cooking, daning, swimming, sewing, etc.? Find a magazine and read an article on your hobby. Now, answer these questions.

(1) Do you still like your hobby?

(2) Is your hobby enjoyed by many teenagers?

(3) Is it hard to learn to do what you enjoy doing?

(4) Does this hobby require many skills?

(5) Is this hobby expensive?

(6) Why is this hobby rewarding or why isn't it rewarding?

(7) Can one aspire for a profession from this hobby?

(8) How does one interest another in this hobby?

3. Discriminates among basic news styles.

a. Collect several newspapers. Teacher lists the following categories on the board:

Editor and Publisher Bias
News and Editorial Form
Sensational News
Informational News

Pass the newspapers out and let the students locate two articles under each type. Have them share their articles with the class. As a class, decide why the articles fit into the different categories.

b. Select three articles on Black Athletics and read each one. Note the difference in the viewpoints of each author. Also note discrepancies in the facts' and check accuracy. Write up a critique (a critical essay or review)of the three articles.

Students should become aware that everything they read is not necessarily true. They should realize that there are varied points of view on almost any topic - politics, religion, etc. They should learn to understand and to recognize the existence of other views although they do not necessarily agree with these views.

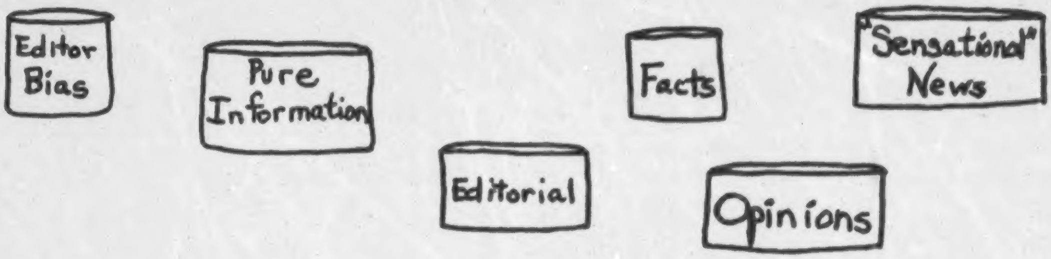
c. Discriminates among basic news styles (editor and publisher bias, news and editorial form, sensational vs. informational, fact from opinion, etc.)

What's the Real

Look through yesterday's local newspaper. Find articles which you think fit into the following categories. Cut the articles out and put them in the appropriate pockets.

DAILY NEWS

EXTRA! EXTRA! READ ALL ABOUT IT!



4. Applies versatile reading skills to standard texts, research and personal reading needs.

   a. Teacher lists the following reading selections and categories on the chalkboard:

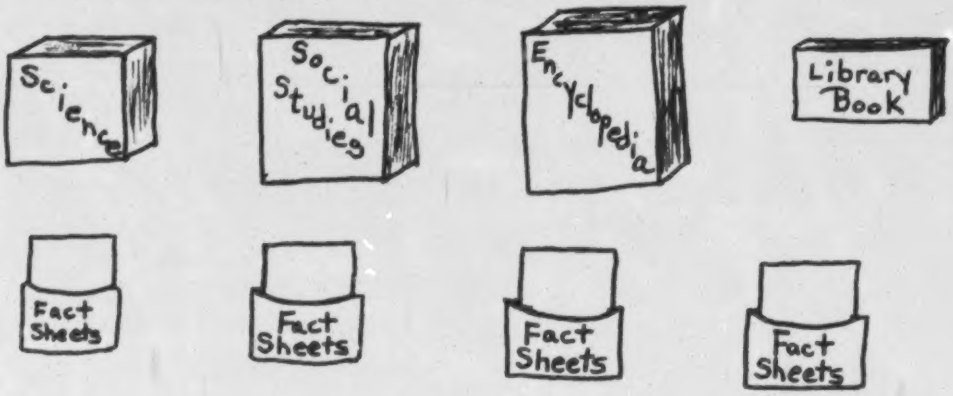
      (1) The Life Cycle of a Planeria
      (2) Watergate
      (3) Abraham Lincoln
      (4) Uses of the semi-colon
      (5) David Cassidy
      (6) hair styles
      (7) Mystery and Adventure at Spoon Lake
      (8) Life of John F. Kennedy
      (9) The Government of China
      (10) Organization of the United Nations
      (11) Sewing for Fun

TEXTBOOK	RESEARCH	PERSONAL

   Have students list the reading selections under the column to indicate how they would read about each selection. Have them select one topic from the column using a textbook and one topic from the column research. Have them locate a textbook with that topic's information and three sources for the topic to be researched. Have them list three pieces of information from a topic they have read in their personal reading (may or may not be a topic listed).

   b. Examine the books found attached to this activity. They are books used by young students in the elementary grades. Compare the science book, the social studies book, the encyclopedia and the library book. Each book contains different information--each book requires the student to do a different kind of reading.

What kind of information might each book give to the student? On the information sheet for each book write down the kind of information you think would be contained in that book. Your teacher may give you some specific examples.



c. Students keep a log sheet and list all reading they do for two weeks under one of the following topics:

TEXTBOOK	RESEARCH	PERSONAL

Have them list the source and topic. Counsel them to balance their reading.

5. Reads with much discrimination and breadth so that intellectual growth is self-sustaining and certain.

   a. Reference and Research

      Refer to the Activity entitled "Where Do I Look?" (Objective I, Mature Reading, Critical Thinking) Complete this activity and have your teacher check your work. Discuss with her/him which sources you would pursue first, second, third, etc. in finding out information about cancer. If you would like, contract with your teacher to do a report on a subject of your choice using all of the different types of sources available to you.

   b. During the month of October, check very closely on all the books you check out from the library. Make a note on index cards of the authors of the books, pages, author's points of view, accomplishments in the book of the author's and your personal gain intellectually from the book. Write brief reviews of each book including these point.

   c. Do a report on a topic of your choice. Use three to five sources in your report. As you read the first report jot down ideas or vocabulary which is new to you. As you read the remaining sources check ideas and vocabulary which is repeated or expounded upon.

X. Free Reading

Objective and Suggested Activities

A. Readiness

1. Looks at picture books sporatically

   a. Go to the reading table. Pick up a couple of books and glance through them.

   b. Use your rest period to brouse through the book on your desk. If you have a question, please raise your hand.

   c. Look at this picture book. Decide on a favorite picture. Be creative and draw that favorite picture.

2. Looks at picture with some sustained attention

   a. I will hold five pictures up for you. Look at them carefully. I want you to identify one thing about each picture. Now are you ready? Write down one thing about this picture. Now that we have finished with all five pictures let's listen to what you have written down.

   b. Look at the picture book on your desk. Look closely at pages 1 - 5. Now, please describe at least one of the pictures you saw.

   c. There are ten picture books on the reading table. At your free time look through one of the books. Describe one of the pictures you saw in the book.

3. Selects and follows a picture account of story previously heard

   a. Listen to the story as I read it to you. Now observe the pictures from the story as I hold each one up. Tell me the story from the pictures.

   b. Listen carefully as I read you this story. . . Now, place the picture cards in the order in which you heard the story. Good!

   c. Listen to the story as I read it aloud. Let's discuss the story. Please arrange these pictures in the order of the events of the story. When you finish raise your hand and we'll go over what you've done.

4. Listens to record of story previously read and follows picture account.

    a. Remember the story you heard yesterday? "Three Little Pigs" Today we will listen to the record of the same story. Look at the pictures in your book and follow the story as you listen to it.

    b. Use the tape recorder and listen to the story "Charlie Brown". Remember, you heard that story read aloud yesterday? Fit each picture card with the correct page. You have ten picture cards and there are ten pages in the story book.

    c. Today we will listen to the record of the story we read on yesterday - "The Three Little Bears". Now look at the picture cards of the story. As I show each card explain to me if the card indicates the correct event of the story.

5. Listens to old and new stories following pictures in the book

    a. Listen to this story as I read it aloud. Follow the pictures if you do not know the words.

    b. Listen to the record and follow the pictures in the story book.

    c. As you listen to the events of the story on the record, follow the pictures provided for you on your desk. When you identify what has been explained, raise your hand. I will check to see if you are correct.

B. Beginning Reading

1. Selects books and finds known words

    a. Go to the reading table and select a book. Read the first story to yourself. Then raise your hand and I will listen to you read the words you know in that story.

    b. Select your favorite book from the book rack. Make a list of all the words you already know how to pronounce. I will listen to you pronounce the words.

    c. Use your library book to pick out ten words you know how to pronounce. Use as many of these ten words as possible to draw a creative picture. Place the correct word with the part of the picture with which it goes. Explain your creative art work to your classmates.

2. Selects familiar books and reads with occasional help.

    a. When you visit the library today, select a book you have read before. Make a book jacket of the book and write one sentence telling about the book. On the book jacket include the following:

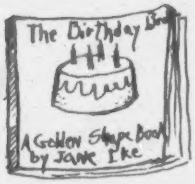
A. Title of book

B. Author of the book

C. Draw a picture

D. Write the illustrator's name

E. Write your name



b. Read a book that you have read before. Select your favorite part of that book to read to your classmates. I will help you with the hard words.

c. This week we are going to have a reading contest. You may choose all books that you have read before. At the end of the week the person having read the most books receives a prize.

3. Selects new easy - to - read books and reads with occasional help.

a. Go to the reading corner and select an easy book. Read it aloud to me. I will help you when you need it.

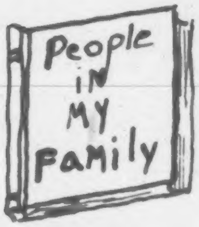
b. Select a friend. The two of you select a book. Each of you should have a different book. Now, listen to one another read. Help each other with words. If you need me to help you I will.

c. Use the language master, a blank card and an easy - to - read book. Tape a few cards of your favorite sentences in the book. Let your classmate listen to what you have done. Now share it with the whole class.

4. Reads more than one book in an interest area.

a. Go to the reading corner. Read two easy books of your interest. Be able to share one of the books with your classmates

b. Look at Interest Station #3. There are five questions in the pocket. Answer the questions. Spell the words to the best of your knowledge. You will need to check each of the books at this station to find your answers.



1. How many people are there in the family? (5)
2. Who would you swap? (Nobody)
3. How many sisters are there? (one)
4. What kind of number is five? (lovely)
5. How many monsters were there in the book? (5)

c. How would you like to read an interesting book? May I suggest this one - Sweet Pea by Jill Krementz. If you do not like the book you may stop. If you enjoy it tell me about the book when you finish. You may just come to my desk and share it with me. Tell me how it is like other books you have read.

C. Elementary Reading

1. Reads at near frustration level in pursuit of interest

    a. Books on various topics and subjects are placed around in the room. Pupil selects a book for free reading. Pupil comes to teacher frequently to ask the correct pronunciation of words. Pupil reads the complete book with as much help as is needed from the teacher or classmates.

    b. Class, when you visit the library today select a book on your favorite subject (Horses). If the book seems a little hard for you - you will get help. If you are not certain. that you enjoy the subject you choose you will have an opportunity to go back to the library to exchange books until you find something that you like.

    c. Today, we will view a filmstrip on "Selecting A Book To Read". Look at the filmstrip carefully. If you are having trouble deciding on what to read, this filmstrip should help you. You need not know all of the words in a book in order to read and enjoy it.

2. Discusses techniques for interests and selection of books.

    a. Class, today we will discuss how to select a book. Your classmates might get some points from you. What do you do Jane?
        1. Look at the title.
        2. Look at number of pages.
        3. See what the book is all about.

4. See if I can pronounce most of the words.
5. Look at the illustrations.

Now, will someone else share what he does?
(Continue this discussion)

b. Today, we would like to discuss how one recognizes his interest in a kind of book. Lets try to answer these questions.

1. Do you like books on fiction?
2. Do you enjoy autobiographies?
3. How many non - fiction books do you read?
4. What kinds of pictures do you draw from books often read?
5. Do you enjoy biographies?
6. What kinds of books do you tald about with your friends?

Can anyone think of another question that he has answered to himself?

c. Put your "thinking caps"on today class. As you give me suggestions for selecting a book of your interest I will use the overhead projector to write down each person's suggestions so that the entire class can see them and copy them down. In this way, we will learn from each other.

3. Evaluates books completed in reference to selection purpose

NOTE Books have always been a source of information, comfort, and pleasure for people. Certain basic needs are common to most people and at most times. Struggling to satisfy his needs the child is forever seeking to maintain the balance between personal happiness and social approval. Books can help him, directly or indirectly. Children and Books by May Hill Arbuthnot

a. Read any of these famous children's books. See if you can state in writing the basic need that is satisfied in these books.

Books -- (Need: the Need to Achieve)
Competence

1. Tom Sawyer by Mark Twain
2. Crow Boy by Taro Yashima
3. Carry on, Mr. Bowditch by Jean Latham

b. The need to investigate, to find out, is a basic need of individuals. Provided for you is a list of informational topics. Read a book on one of these topics. State briefly in a composition whether your Intellectual Security - the Need to Know was satisfied or not.

Topics

1. Books about Alaska
2. Books about Birds
3. Books about Desert Indians
4. Books about Plants
5. Books about Stones
6. Books about Stars
7. Books about Rockets
8. Books about Wild Animals
9. Books about Care of Pets
10. Books about Jets

c. Emotional Security - the Need to Love and to Be Loved is expressed in many books. Match the situation in the story with the correct book. The above need was expressed in each of these books.

Books	Situations
A	B
1. Onion John	shares the brother & sister
2. Meet the Austins	Andy's Father
3. Seventeenth Summer	Spirit of adolescence

4. Discriminates among common topical array of easy - to - read children's books

a. Read at least one of the following books and be prepared to give a brief report on it.

1. The Door in the Wall
2. Johnny Tremain
3. Tom Sawyer
4. Caddie Woodlawn
5. The Borrowers

b. Use your library as a reference to help you with this activity. Find a book and list its title, author and publisher, that would fit under each type of literature.

1. Poetry
2. Fairy Tales
3. Fables
4. Myths
5. Epics
6. Fanciful Tales
7. Realistic Stories
8. Historical Fiction
9. Animal Stories
10. Informational books

c. Using the Literature categories in the previous activity match a book with the correct category.

c - Continued

1. Historical Fiction	3. The Cat in the Hat
2. Animal Stories	2. A Stranger at Green Knowe
3. Fanciful Tales	4. Aesop's Fables
4. Fables	1. The Courage of Sarah Noble

5. Pursues selection activities in library setting with teacher guidance

   a. Today, we will only choose biographies for our reading next week. We have talked about a biography all of this week and now, we would like to become familiar with some. Check the reference list on the board.

      1. Paul Revere
      2. Dr. Martin L. King
      3. Benjamin Franklin
      4. Witt Chamberlain
      5. Arthur Ashe
      6. Davy Crockett
      7. Abraham Lincoln
      8. Hank Aaron
      9. George Washington
      10. John F. Kennedy

   b. Each student should choose a library book with the **Newberry Medal on the book jacket. These books are very** enjoyable. You may want to refer to the list on your ditto.

      1. Pilgrim's Progress - Bunyan
      2. Robinson Crusoe - Defoe
      3. Gulliver's Travels into Several Remote Nations of the World - Swift
      4. Tales from Silver Lands - Finger
      5. Shen of the Sea - Chrisman
      6. Smoky - James
      7. The Cat Who Went to Heaven - Coatsworth
      8. The White Stag - Seredy
      9. Call It Courage - Sperry
      10. Rabbit Hill - Lawson

   c. You have been provided a list of Caldecott Medal winners. Try reading one of these books this week. You will have to give an oral review of the book.

      Ditto List

      1. The Little House - Burton
      2. Make Way for Ducklings - McCloskay
      3. They Were Strong and Good - Lawson
      4. Nine Days to Christmas - Ets
      5. The Snowy Day - Keats
      6. Cinderella - Brown
      7. Once A Mouse - Brown
      8. The Biggest Bear - Ward
      9. The Rooster Crows - Petersham
      10. Many Moons - Slobodkin

6. Reassesses topical range of children books and relates this to interests and responsibilities

   a. You may explore your interest today. Listed on your ditto are many topics of books. Your favorite may be listed. Select a topic, then a book under the topic. Read a part of the book silently.

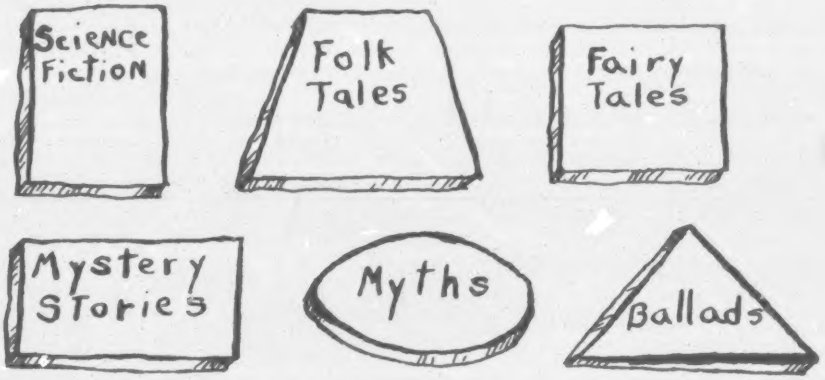
   b. During the month we will begin studying the United States. You may begin some advance work if you like. Compile an annotated bibliography for one of the States. Begin with the informational books that tell about the geography, history, customs, products, people. Expand your bibliography to include poetry, biography and fiction.

   c. Evaluate the illustrations in several social studies or science books on a single topic such as Brazil, trains, plant life, the atmosphere and weather, or colonial America Rank the books according to your criteria for pictures. Show the books to several classmates and ask them to name and explain their preferences.

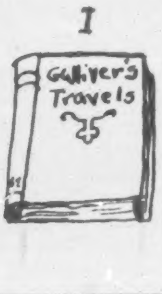
7. Discriminates among principal types of intermediate age reading material

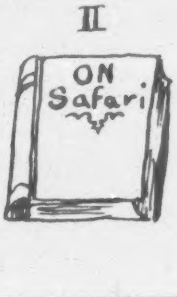
   a. Visit the station on "Free Reading " today. Select a card from three of the pockets, Read them carefully. Be able to tell me the difference in the material you read.

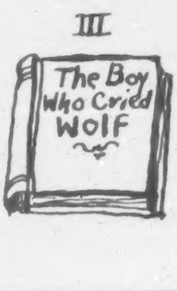
"Free Reading"



   b. On the reading table there are books on 1. Adventure Tales, 2. Adventures Biographies and Fables. Select one of these types of books to read. Write a book review. Include the kind of book you chose.






III
The Boy Who Cried Wolf

c. Read the list of words on the board as I read them to you. These are kinds of readings. I would like for you to do some research in the library to find out what each means. Bring back examples if possible.

1. Animal Stories
2. Ballads
3. Biographies
4. Epics
5. Fables
6. Fairy Tales
7. Humorous Books
8. Proverbs
9. Fictions
10. Non - fictions
11. Series books
12. Tall Tales

8. Uses school and community books resources to meet reading needs relative to personal aims and social responsibilities

a. Use your public library (Charles Taylor). Find a reference on "Getting Along With Others". Write up a report. You will be asked to share your report orally in class.

b. When you check a book out from the book-mobile this week- check out a book on professions. From our discussion on "What I'd Like To Be When I Grow Up", I recognized that many of you are not sure about what one has to do on a certain kind of job. Read some material from the book. We will share this in class.

c. Visit the public library. Check out a book about somebody you have read about that you would like to be like if you could. Be prepared to tell your teacher about it.

D. Mature Reading

1. Reassesses topical range of adolescent literature and relates these to interest and responsibilities

a. Refer to the youth collections in the library. Some of the stories of romance that you have been inquiring about should be located there. A few examples are:

1. Gone with the Wind
2. To Kill a Mockingbird
3. Kon - Tiki
4. Catcher in the Rye
5. Lord of the Flies

b. Express the tragically difficult problems of racial prejudice explored in one of these books:

1. Junior, a Colored Boy of Charleston by Lattimore
2. Sad - Faced Boy by Bintemps
3. Sweet Pea by Jill Krementz
4. Bright April by Angeli
5. Call Me Charley - Jesse Jackson

6. Ladycake Farm - Mabel Hunt
7. All - American - Tunis
8. Mary Jane - Sterling

c. If your interest is Mystery Tales, provided for you is a list of good mystery books.

1. Treasure Island - Stevenson
2. Deer Mountain Hideaway - Lansing
3. Crystal Mountain - Rugh
4. Three Stuffled Owls - Robertson
5. A Spy in Williamsburg - Lawrence
6. Mystery of the Mahteb - Lide
7. Who Rides in the Park? - Meader
8. Secret Cargo and Other Stories - Pease
9. The Wooden Locket - Johansen

Read one of these books. State the hero of the book. State the problem. Discuss the way one goes about solving the problem(s). Also include in your report any other important information which explains why the book is a mystery.

XI. Inspectional Reading

A. Readiness

1. Searches immediate environment to discover specified items

    a. Look about your neighborhood. Locate all of the movie theatres and give the title of the movie playing at each theatre.

    b. Give a list of four letters. Each student will play the game Eagle - Eye by listing all the things they can see in the classroom that start with one of the letters you have given. Allow five minutes. The person with the most things wins.

    c. Look about your home and make a list of all the things that use electrical energy and describe how you could **do without it.** Example: (Electric can opener - Manual can opener)

2. Looks at pictures to assess theme.

    a. Given a group of pictures of people, give a name that describes each person.

    b. Given a group of pictures and a group of statements match the statement with the picture that best describes it.

    c. Given a picture make a list of as many words of which you can think that describe the picture.

3. Tells story from picture

    a. Watch your fovorite television show with the sound turned down and tell what you think happened in the story.

    b. Select a picture from a magazine and make up a story to describe it.

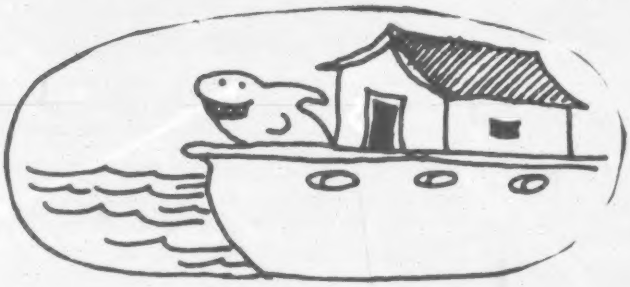
    c. Given a story with passages omitted use accompanying pictures to complete it.

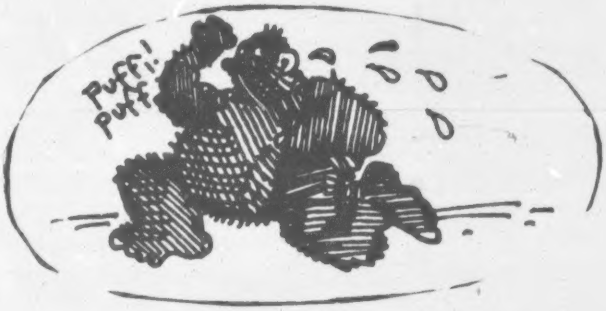
B. Beginning Reading

1. Skims magazine or story to find pictures whose names contain a specific sound.

    a. Each student will play the game Word Hunt. By scanning the magazines available in the class list as many words as you can find that start with one of the sounds of the letters in "Commemoration". The individual with the most words at the end of five minutes wins.

b. Look at the two pictures provided on this page. Find other pictures in the magazines on the table that have the sound that you hear in fish and āpe.

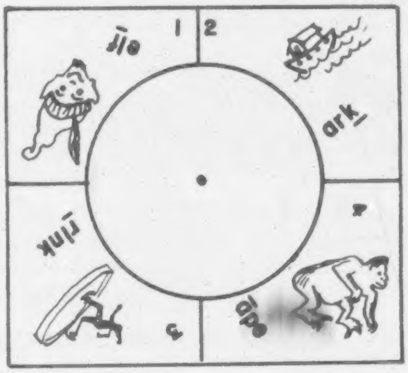




c. Look through the magazines on the table. Find pictures that contain the same sound as you hear in each pictures shown below. The sound desired is underlined in each word

I	II
1. elf	1. ark
2. deaf	2. bank
3. shelf	3. milk

III	IV
1. rink	1. āpe
2. railroad	2. cāke
3. racer	3. plāy



2. Skims printed text to find known words

   a. During a library period the student will skim a book of his choice to find words he knows.

   b. Select a magazine of your choice. Copy the words that you know and write their definition. Use the dictionary.

   c. Have the students read short accounts in which they are asked to list all of the words which can be pronounced easily.

C. Elementary Reading

1. Examines library books before deciding whether to read them

   a. Look carefully at the words in a library book to see if you can pronounce most of them before deciding to check the library book out.

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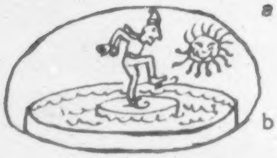
b. Look at the pictures in a library book and see if you can determine if it will be interesting to you.

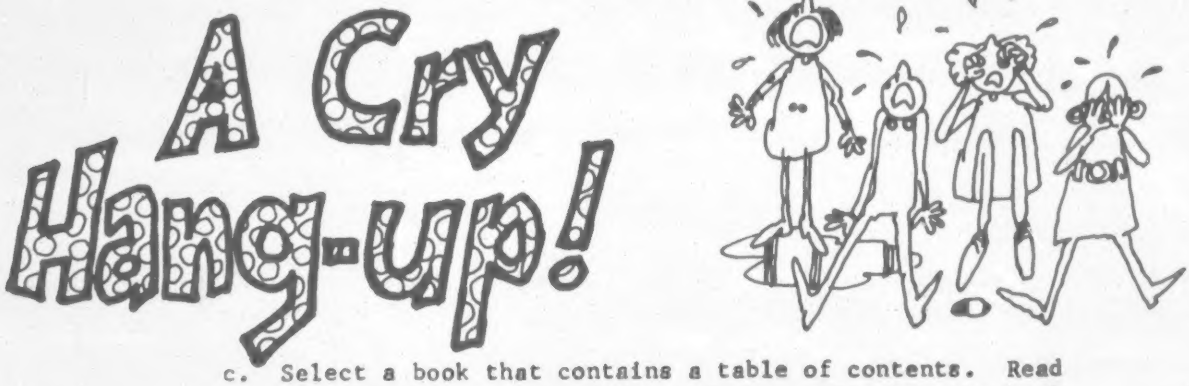
c. Examine the words in a library book. Select ten words that you think describe the story.

2. Makes predictions about stories



a. The following picture is included with the text of a story can you tell what the story is about from the picture.

b. Notice carefully the title of the story - A Cry Hang - Up! Observe the drawing too. Now, try to tell me what you think is going to happen in the story.



c. Select a book that contains a table of contents. Read each of the major headings and then tell what the book is about.

3. Skims to find specific details

a. Read this story. Why did Jack want a bat? Let us read the selection together.

WORK TO PLAY

"If I had a bat! If I had a bat!" said Jack Brown. "If I had a bat."

"What is this about a bat?" asked Jack's father.

Jack said, "The big boys will not let me play ball with them. They think I am no good. But now they have no bat. If I had a bat, they would let me play."

Mr. Brown said, "That would not be the right way, Jack. You should know how to play ball first. I will help you."

Every day after work Mr. Brown took Jack to the park to play ball. Soon Jack could run and catch the ball. He could hit the ball far, too.

One day some big boys came to the park to play ball. They saw Mr. Brown hit balls out to Jack. Jack got them! Then Jack hit ball after ball.

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The boys began to talk. Then one of them walked over to Jack.

"Hello!" he said. "We have been looking at you playing ball. How would you like to play with us today? I could use you on my side."

"Thanks," said Jack. "What about it, Father?"

"I think you are ready now," said his father. "Have fun!"

b. Select a news magazine. Describe how one of the following dates are used in it: 1954 - 1960 - 1973 - 1974 - 1967.

c. Select a popular magazine and find the names of athletes. Use the pictures or any other clues to help you determine the sport in which each athlete engages.

4. Skims text for one - word or phrase answers to specific questions

a. Skim a library book that tells a story about people. Write as many words or phrases that describe emotion.

b. Look for the answers to who, what, what, where and how.

> Late last night a burglar entered the home
> of Adam Mullins at 22 Clay Street apparently
> to steal several valuable paintings.

Who or what? ______________________

What happened? ______________________

Where? ______________

When? ______________

Why? ______________

c. Skim a newspaper article in order to pick out the 5 W's (when, where, why, who and what). After answering the questions, formulate your own story using the 5 W's. Share your story with the class.

D. Mature Reading

1. Routinely surveys a selection independently before reading

a. The Surveyor

A surveyor is one sho "looks over" or "inspects" something with somewhat accurate discrimination. Play "surveyor" and look over the cards found in the pocket below. On the cards are the first pages of five short stories. Survey each card and predict what you think each story is about. Do not do any reading. Base your predictions only on such clues as pictures, titles, subheadings. Make your prediction on a separate sheet of paper.

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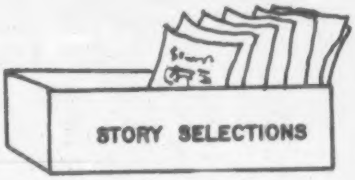
The Surveyor continued (diagram)



b. Book Inspection Checklist

Inspect the selection located bolow this activity. Look at all of the features of each selection and fill out a *checklist for each one.

DO THESE BOOKS HAVE:

Title - Author(s) - Subtitles - Preface
Table of Contents - Publisher - Date of Publication
Summary Statements -

*Inspection checklist should contain specific questions which the student must answer. e.g., Who is the author? What is the name of this book?--etc-

c. Survey your class library for magazines of interest to you. In surveying your magazines answer the following questions, please.

1. How many pages are in the book?
2. What is the name of the chapter that seems most interesting?
3. Write down ten words containing seven or more letters that you can pronounce.
4. Can you read most of the words?
5. Examine the pictures in the book.
6. Read all subheadings before attempting to read the book.
7. Read the table of contents.

2. Routinely surveys a book

a. Directions:
Survey a book independently before reading it. In surveying the book read or look for these things:

1. Read the title of the book.
2. Read the preface.
3. Read the subtitles.
4. Examine the table of contents.
5. Check through the index.
6. Read the publishers.
7. Read the last chapter of the book.

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b. Inspectional Reading

1. Walk around freely in the classroom. Select a book, write down the title of the book, observe the pictures and draw one of the scenes from the book. List all subheadings.

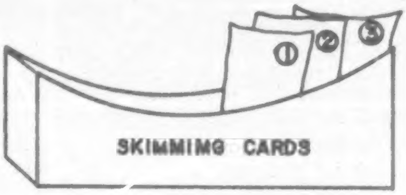
c. Select a book from the book rack. Before deciding on whether you would like to read the book or not read its title, look at the preface, read all subtitles go through the table of contents look at the index, read the publishing company, and read carefully the summary statements of the book.

3. Superficially reads difficult selections or books in entirely before devoting additonal time to specific parts

a. Directions:
Survey the most difficult selection in a book before reading the book in its entirety.
Sample Lesson - Science Book
1. Write ten science words you can read from the book (ten or more letters)
2. Can you read most of the words?
3. Draw a science picture and label the parts the way the book does.
4. Use ten science words in sentences.

b. Skimming

Look at the set of cards found in the pocket below. By skimming each card very quickly can you tell the main idea? Write what you think is the main idea for each selection. You will examine each card more carefully later.



c. Select a book of your choice. Observe these features of the book: contents, title of the book, author, publisher, and index. Now read the book in its entirety. Check very closely to see if this book stuck to its topic. Defend your answer in a short composition.

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4. Answer the question "What is the book (or selection) about?" following inspection

   a. Directions:
   After you have examined a book carefully answer this question - What is this book about?

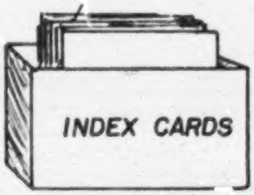
      1. Draw an accurate picture to illustrate one part of the book.
      2. Match a series of words or phrases to appropriate objects or characters.
      3. Formulate ten questions about the book.
      4. Prepare a list of five facts learned from the book.
      5. Describe the actions, clothing or physical features of a character in the book.
      6. Make a list in sequence of details in the book.

   Note: These are merely suggestions.

   The student does not have to do all of these activities.

   b. What Is The Book About?

   Quickly inspect the set of books found below this activity. By quick inspection do you have a general idea of what each book is about? Write your thoughts on a 3 X 5 index card found in the pocket below. Be sure to put the title and author of each book you inspect.



   c. Select several books and read them. (10) Critique each book on an index card. Within the critique, classify the book as being either practical or philosophical. Support your classification. With one particular book

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answer in your critique this question - "What is the book about?" Be very descriptive.

5. Understands major details of what has been written (grasps main ideas, assertions, and arguments)

   a. The teacher tapes a story. Students are asked to identify the book from which the story was taken. Give the students a choice of serveral books. The story taped must contain many details of the book.

   b. Skimming: Revisited!

      Go to the activity headed "Skimming". Please inspect each selection found in the pocket very carefully. On a separate piece of paper write down the main idea and supporting details for each selection. Also, note any conflicting statements or arguments, any biases or prejudices on your paper.

   c. Select new titles for five stories read or books read. Write summary sentences for paragraphs read, or write a sentence which comprises the main idea of a page or a story.

XII. Analytical Reading

Students in the middle grades are developing competencies needed to interpret and make critical judgements about the quality and worth of a book or selection.

A. Readiness

1. Classifies objects or pictures by specific categories which have not been predetermined.

    a. Teacher collects and places fifteen objects on a table. Students, one at a time, sort the fifteen objects into three undesignated categories.

    rock
    stick
    weed (dried)
    book
    ruler
    crayon
    concrete chip
    leaf
    pen
    toothbrush
    comb
    mirror (hand)
    soap
    brush
    pencil

    b. Teacher gives student a box of magazine pictures mounted on tag board. Student divides the pictures into 3 categories. Any 3 categories can be used. Some suggestions are:

    Pictures of water
    Pictures of animals
    Pictures of people
    Pictures of boats
    Pictures of furniture
    Pictures of flowers

    c. Teacher discusses how things are grouped using activities similar to a. and b. Then teacher asks student to think up 3 categories. Once student suggests 3, teacher writes the title of each on a page & student locates & pastes pictures of things within that category.

2. Retells a story in briefest terms possible after listening to it.

    a. Student is asked: "What was this story about?" Student retells story in own words.

    b. Teacher asks student to tell the main idea and main happenings in a story he has heard.

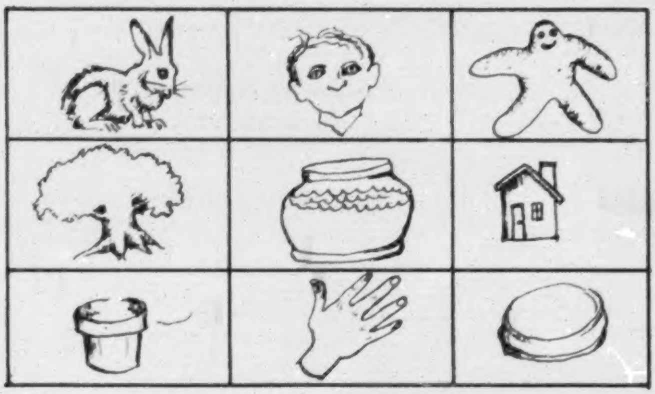
    c. Teacher asks student to dictate a short few sentences about a story he has just heard.

3. Follows simple (three or four part) oral directions in order.

    a. Students play Simon Says.

b. Play "Are you listening?", p. 69 Launch, Educational Service, Inc., P. O. Box 219, Stevensville, Michigan 49127.
"You must always be listening, for I will give directions only once, and you never know when I might call on you."
Example:
"Open the door and go to the lockers, John."
"Stand up, turn around twice, and go sit in the chair in front of the room, Suzy."

c. Teacher passes out the following worksheet. Teacher gives three directions at a time.



Directions:
1. Put a tail on the rabbit, a smile on the face, and buttons on the gingerbread man.
2. Put an apple on the tree, a fish in the fish bowl, and smoke coming out of the chimney.
3. Draw flowers in the flower pot, put a ring on a finger, and put cookies in the bowl.

Launch, p. 72

4. Catches thread of plot in children's stories

a. Teacher reads a children's story and asks students in group to take turns dictating what took place.

b. Teacher has students draw 3 pictures: how the story begins, what happens in the middle, and how it ends.

c. Student answers orally the following question: "Tell the happenings in this story in order."

B. Beginning Reading

1. Differentiates between obvious poetry and prose

a. Teacher reads a poem and a short story. Teacher asks "Why do these sound different? Which one is a poem? Why is it a poem? Which one is a regular story? Why?"

b. Teacher plays "The Night Before Christmas" or another long poem on record or tape and "Andy and the Lion" or another story on record or tape. Teacher asks "Which one is the poem? How do you know?" "Which one is the story? How do you know?"

c. Teacher reads short prose paragraphs (4) and short poems (4) in a random sequence. Students number their papers from 1-8. If the teacher reads a poem, the students write poem, if the teacher reads prose, students write prose or story.

2. Summarizes a story in briefest terms possible following reading.

   a. Student reads story, closes book and tells story in 3-4 sentences.

   b. Students read story, close book, draw captions and a picture to describe story for others. A collection of these can be made into an interest center.

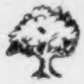
   c. Student reads story and writes 2-4 sentences telling about it to interest other students. Student may be guided at the beginning.
   Example: This story, ________________, is about . . . .

3. Understands why simple written directions are ordered in a certain way.

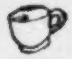
   a. Student writes directions for classmates to follow so he can complete a project, such as, drawing a picture and putting it up; straightening the room; writing down math problems and solving them.

   b. Students work the attached worksheet. Students discuss the sequence of directions. Ask the students why they drew a picture before marking it.

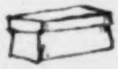
      1. Put two lines under the word for .
         cat house tree



      2. Draw a circle around the word for .
         tub cup bug



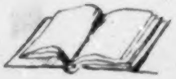
      3. Put your name over the word for .
         sun box pot



      4. Draw a cat.
         Put a circle around it.

      5. Draw a car or a house.
         If you draw a car, put
         a circle arouund it. If
         you draw a house, put a
         line under it.

      6. Put three lines over the word for .
         book car bus



7. Draw a flower.
   Draw a box around
   it and two lines
   under the box.

c. Students complete an art activity, such as making a collage, mobile, plaster mold, model. Students write directions they followed. (Teacher gives directions orally).

C. Elementary Reading

1. Differentiates between fiction and non-fiction.

a. Teacher discusses fiction and non-fiction. Teacher reads short selections, one fiction and one non-fiction. Students are asked to decide which is which and why.

b. Student reads 2 paragraphs which are duplicated for entire class. Teacher leaves space below each. Student states whether paragraph 1 was fiction or non-fiction and why and whether paragraph 2 was fiction or non-fiction and why.

c. Student keeps log of reading activities for one week, classifying each thing read as fiction or non-fiction. A duplicated record sheet could be set up as follows:

Fiction	Non-Fiction
Title:	Title:
Author:	Author:
Source:	Source:
Title:	Title:
Author:	Author:
Source:	Source:

2. States briefly the theme of a short selection.

a. Teacher discusses the concept of "theme" with class. Teacher then reads 3 short selections, after which each student writes the theme. Students read and compare what they have written.

b. Students read "Treasure in the Covered Wagon" and "Pike's Peak or Bust", The New Days and Deeds, Scott, Foresman, & Co., 1955, or 2 other selections of similar theme. Students write theme of each and discuss how the themes are alike and different.

c. Teacher has students read a fiction selection and a non-fiction selection. Students write theme of each and write why the themes are alike and/or different.

3. Recalls major points of short selections.

    a. Students as a group listen to or read "All the Difference", The New Days and Deeds, Scott, Foresman, & Co., 1955 or other selection. Students then dictate a list of major points.

    b. Students read "The Case of the Half-Eaten Sandwich", Trackdown. Students write list of main points that lead to the solution.

    c. Students read "How Can a Bat Fly in the Dark?" Students cross out any of the following that are not main points. Reading for Comprehension, Continental Press, Inc., 1973, p. 2.
    A bat flies using its voice and ears.
    A bat has small ears.
    A bat uses a special sound.
    Bats can turn their ears.
    A bat's cry is too loud to hear.
    A bat uses an echo to tell where he is.
    A bat doesn't squeak for two reasons.

4. Ventures predictions to the solution of plot or exposition and checks these in reading.

    a. Student reads first 4 chapters of Flea, Checkered Flag, and predicts who is causing the trouble. Student completes book to see if he is correct. Student records predictions and facts that guided him in his predictions.

    b. Teacher duplicates an explanation of some scientific phonemenon such as meteors, and has students read first part. Students then predict causes for described occurrences and check author's reasons. Selection should begin with a description and end with an explanation.

    c. Students read or listen to one of the Alfred Hitchcock books such as The Mystery of the Talking Skull. Students each day record facts and state in writing predictions about the plot.

5. Weighs evidence of author against own judgement.

    a. Student reads "The Case of the Strange Message". He makes 2 columns on his paper.
    Evidence | My Own Judgement
    He lists as much evidence as he can and makes a judgement about each piece--such as:

Evidence	My Own Judgement
Mr. Hays found a note that had a strange sentence.	I think the kidnapper knew the person who was kidnapped wrote the note because it was written in code.

b. Students do worksheet p. 20 Reading-Thinking Skills, 4.2, The Continental Press, Inc., 1962. This worksheet deals with author's evidence in story selections.

c. The students do the worksheet "Finding Out Why", p. 23, Reading-Thinking Skills, 4.1, The Continental Press, Inc., 1962.

D. Mature Reading

1. Differentiates major literary genres (styles-forms).

a. MATCH THE MAJOR STYLES

Like in the areas of clothing and dance, literature has different styles or forms. In this activity you are given some of the major literary styles and you are given some well known literary works. Can you match each work to its style?

Literary Styles	Literary Works
____________________	____________________
____________________	____________________
____________________	____________________

b. Teacher gives the following directions: Read the following short selections. Write a short paragraph about each selection's style.
Selections are chosen from the following books and can be duplicated or page numbers given.

Twain--The Adventures of Huckleberry Finn
Verne--Around the World in 80 Days
Poe--Eight Tales of Terror
Bronte--Jane Eyre
Tolstoy--War and Peace

c. Teacher asks students to skim the following books. Afterwards, students group into groups of 3-5 and determine the style of each book examined and group books into style categories.

London--Call of the Wild
Dickens--A Christmas Carol
Hudson--Green Mansions
Austen--Pride and Prejudice
Hawthorne--The Scarlet Letter
Poe--The Tell-Tale Heart and other Stories
Shelley--Frankenstein
Doyle--Hound of the Baskervilles
Defoe--Robinson Crusoe
Stevenson--Treasure Island
Crane--Red Badge of Courage
Bronte--Withering Heights

2. Classifies various types of expository books.

a. Go to the card catalogue in our school library. Select 25 cards of non-fiction titles. Record these titles and classify them according to type.(e.g., philosophy, reference, practical, biography, etc.)

b. Collect titles (using the library references) of books in the following categories:

biography
historical
scientific
philosophy
practical

c. Classify each of the following books. If possible, have the books available for inspection or have collected in library study area. Some will fit more than one classification.

Philosophical
Biographical

Historic or Scientific
Practical

Dachs--Encyclopedia of Pop/Rock
Hawthorne--The Scarlet Letter
Peck--The Life and Words of Martin Luther King, Jr.
Ryan, ed.--Sounds of Silence
Melville--Billy Budd
Doss--The Family Nobody Wanted
Hepburn--Boston: Biography of a City
Savage--The Story of the Second World War
Lawson--Watchwords of Liberty
Spencer--Day of Glory
Sobol--The Wright Brothers at Kitty Hawk
Rood--Bees, Bugs, and Beetles
Hogner & Hess--Odd Pets
Zim--Snakes

3. States in a sentence or two the theme or main point of a book.

a. ILLUSTRATED LIMERICKS

Can you summarize the main theme of a book you have read in one or two sentences so that your classmates could guess your book? Try it! State--in limerick form--one or two sentences which tell the main theme of a book you have read. Also--illustrate this main theme on a piece of drawing paper. Keep this activity until it can be shared orally with the entire class.

b. Teacher sets up a space on the bulletin board called "Mini-Book-Review". As a person finishes a book, he thinks up a 1-2 sentence book review discussing the main point of the book. On a card each student writes author, title, "book review", and where he found the main theme of the book.

c. Students state the theme of the books they read in a sentence or two on a card. On a separate card, they record title and author. These should be books read by more than one person in the class. After several weeks, the class as a group tries to match themes with author to note how well the sentences were stated.

4. Enumerates major parts of a book and outlines their relationship..

   a. BOOK REVIEW - STRUCTURED OVERVIEW STYLE

      Can you outline the main parts of a book you have read through the use of a structured overview? Practice first on a sheet of paper. Be sure that you show the relationships of the main parts on your overview. Once you have this complete go over it with your teacher. You may then transfer your structured overview to a transparency and share it on the overhead projector with members of the class.

   b. Read a story carefully. The time, place, part-whole, cause-effect, and analogous relationships are subtly contained in the story. Circle the sentence or phrase that contains each of these relationships. Then identify the relationship in the margin next to the sentence. Sample:
      The warm weather made Susan feel happy.   Cause-effect
                                                 relationship

   c. Allow the class to study one of the books of their choosing (Hans Brinker, The Parent Trap, Outlaw Red, Swiss Family Robinson, etc.) Individually, students jot down major parts of the book. These are then dictated during group discussion. Students then study these and a list of relationships--part to whole, cause and effect, analogous parts--and relax these to the parts they have listed. They dictate statements as followed.
      Example: __________ was caused by __________. __________,
      __________, __________, were parts of __________.

5. Quickly discovers what problems the author has tried to solve.

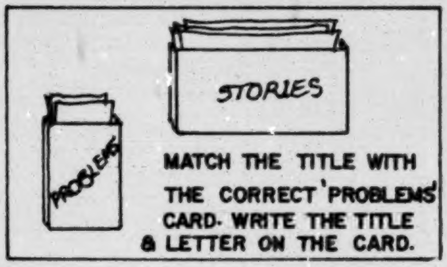
   a. CONFLICT!!!

      Have you ever read a book where one or more of the characters are faced with a problem? How did the author solve these problems or conflicts? Below this activity are five books. Each book contains problems or conflicts which the author attempts to solve. Browse through each book. Record what you think the problems are and how you think the author attempts to solve these problems.

   b. Pick a book you would like to read from the following list. Keep a record of the problems the author has tried to solve. The problem may be general and apply to other situations (man's struggle over nature) or to specific situations in the story.

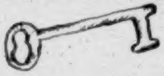
National Velvet	Ivanhoe
Frankenstein	Rocket Genius
The Scarlet Letter	Boy on the Mayflower
Withering Heights	First to Ride

c. Teacher lists 2 or 3 problems that the author has tried to solve in each of several stories which a group will read. (basal reader is a good source). On a separate card, teacher lists author and title. Students, after having read the stories, try to match problems with author and title. This is an idea for a learning station.

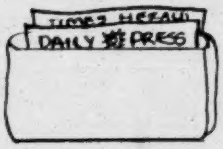

STORIES
PROBLEMS
MATCH THE TITLE WITH THE CORRECT 'PROBLEMS' CARD. WRITE THE TITLE & LETTER ON THE CARD.

6. Recognizes key words to the author's point of view.

a. POINT OF VIEW



Can you identify some key words or phrases which usually introduce or precede an author's point of view? In the pocket below are some recent newspaper editorials. See if you can spot some of these keys. Record them.



b. The student reads one newspaper daily (supply several). He selects one or two authors from each paper. He locates and records those key words used by each author to denote point of view. The student makes a card for each author and records daily the key words to the author's point of view. After 2 weeks, he can compare the style used by the authors.

c. The student selects a topic of current news interest and several magazines containing articles with points of view on the same subject. The student reads each article, listing the key words each author uses to denote point of view.

7. States an author's major propositions or arguments

a. POINT

COUNTERPOINT

Watch 60 MINUTES on T.V. this week. Pay close attention to the Point/Counterpoint segment of this program. Make notes. Note the subject under discussion and the arguments of the two commentators. Which side do you think poses the soundest arguments or propositions about the subject at hand? Were facts distorted or left out by either side? Bring in a short critique on what you recorded and how you reacted to the discussion. Be ready to share your ideas in class.

b. The student selects from the library 2 books with contrasting views on the same subject. After reading, each student lists author's major propositions.

c. The student selects a current newstopic. He reads 2 pro articles and 2 con articles. He lists each of the 4 author's major propositions, noting how authors use different ways to agree and how they disagree.

8. Judges the degree to which an author has satisfactorily solved his problem.

   a. PROBLEM SOLVING

   Read the book RUNAWAY SLAVE. What is the problem and how is it solved? Do you think the author solved it satisfactorily?

   b. Select a book and read it. Look carefully for the problem in the book. Interpret the way a character solved a personal or social problem. Compare interpretations with other students who have read the book.

   c. Read the article on drugs entitled, "The American Scene", Drugs in Your Life, Book 2, Xerox, 1972.
   Decide how well the author solves his problem--that of convincing the reader that friends do not always give the best information about drugs. Write a short statement (1-2 paragraphs) judging how well the author solved his problem.

9. Suspends judgment pending understanding.

   a. Read the following paragraph. When you finish you will have to make a judgment.

   Tommy felt lazy. He knew it was his job to mow the lawn every Saturday, but he just didn't feel like doing it today. He asked his mother if he could go to the movies instead and mow the lawn on Sunday. "You cannot leave until your chores are done", explained his mother, "but if you finish mowing the lawn in time to see the movie, you may go." Tommy groaned, but he began mowing the lawn.

   On the basis of what the paragraph says, make a judgment as to the type of people Tommy and his mother are.

   b. Read the story, "A Day No Pigs Would Die", Read, Jan. 18, 1974, Vol. XXIII, No. 10. Have a friend read it. Together answer this question:

   What is the meaning of this story?

   Write your joint answer. Than judge how well you think the author conveyed the meaning. Write your answer together.

c. Have the student read and collect several newspaper articles on the same current news topic. Have the student list the major points or a happening of the event. Have the student write a paragraph combining the points to indicate his understanding of the situation. Then have him write an additional paragraph, stating his opinion.

10. Provides reasons for disagreement

a. During several days of class keep listening for subjects in the students' conversation in which the students do not agree. Jot them down. Explain to the class what you have done. State one of the subjects and let two students volunteer to debate the subject. Have them defend their positions. Have the class keep notes as to the reasons for their positions.

b. Ask students to watch 60 MINUTES on T.V. Have them take notes during point/counterpoint, stating the reasons each debater gives for his argument. Have students compare notes in class.

c. Have students read the following paragraph form Drugs in Your Life, Book 2, Xerox, 1972. Have students list reasons against each side: against the highway and against public transportation.

There was going to be a meeting that night about the new highway. Hal told Jimmy about the meeting. Hal's father was going. So was Hal. Jimmy decided to go, too.

The meeting was held at the high school. About 200 people showed up. Many were dead set against the new highway. They thought it would take away valuable land needed for housing and would add more pollution to the town. Others felt the highway was important. It would help the bad traffic jams in the city. Still others felt there was no need for a new highway. These people felt the city needed a better mass transportation system to get rid of traffic jams. Jimmy thought the last idea was the best.

After the meeting that night, Jimmy joined a new group called "Citizens for Better Bussing". Since he joined the group, Jimmy has been working hard to tell people about the group's ideas. He's been handing out leaflets that explain how better busing can stop both the traffic jams and the new highway.

Of course, Jimmy isn't sure all his work will do any good. The highway might be built no matter what he and the other members of the group do. "But", Jimmy says to Hal, "at least I'm trying. I can't just sit back and not take notice of what's going on."

11. Differentiates Fact from Opinion

a. JUST THE FACTS!

On the bottom of this activity is a pocket containing several news articles. Read each article. You will find both facts and author's opinions. On a sheet of paper make two columns headed FACTS and OPINIONS. As you read the articles jot down statements which you think are facts and statements which you think are opinions.

b. Separating Facts and Opinions

Read three stories from Trails To Treasure and analyze each story. List five factual statements and five opinion-type sentences from each story. Also write the title of each story. Beneath each statement support your classification by explaining why the statement is a fact or opinion.

c. Read an article of interest to you from Time magazine, and one from Newsweek. For each article, give author, name of article and magazine. Then list 2 sections for each article: Facts and Opinions. List all the facts under facts and list the opinions under opinions.

12. Criticizes on basis of author's omissions, commissions, illogical or incompleteness.

a. Read the article "Boys Do You Need Liberating?", Read, XXIII, No. 10, Jan. 18, 1974, Xerox. Write a critique of the article citing author's omissions, commissions, illogic, and/or incompleteness. Does the author see just one side?

b. Listen to Point/Counterpoint on 60 MINUTES on T.V. List each debater's omissions, commissions, illogic, and/or incompleteness.

c. Read the editorial column in a newspaper for several days. Study the way the editor writes. Pick one of his editorials and cite his omissions, commissions, illogic, and/or incompleteness. How do they affect the article?

XIII. Syntopical Reading

By the middle grades, students are developing abilities to read widely on one topic for more definitive understanding of that topic.

A. Readiness

1. Selects several picture books about a similar topic.
    - a. Teacher asks students to go to the book rack and select 3 books about animals and 3 books about jobs adults do.
    - b. Teacher reads several books to students. Students group books into topics. (animals, jobs, children)
    - c. After students are familiar with books in the room, teacher holds up a picture of an animal. Students pick out books that are animal books in response to question. "What books are in this room that in some way are like this picture?" Teacher does the same for a job (picture of someone working) or a foreign place.
2. Inspects books' pictures to determine relevance to similar topic.
    - a. Teacher provides a collection of books and has students browse through them and tell which group(s) each would fit into
      Animal People Jobs Sad
    - b. Student looks through several books and from the pictures decides what the book is about. The teacher writes the title on a card and the child places the title in a pocket labeled according to topic. This can be a standing activity to help guide children to investigating more books about their favorite topic.
    - c. Teacher lists books under topics on board but incorrectly places some titles. Teacher asks student to correctly arrange the books.
3. Draws generalizations from several children's books on the same topic.
    - a. Teacher reads to the group:
      Calico the Wonder Horse
      Monkey Trouble
      Penny the Poodle
      Then the teacher asks: How are these stories alike?

b. Teacher reads The Carrot Seed, Go Away, Dog and Mine. Students are asked to draw a picture of one thing (a boy) that each story has in common.

c. Teacher reads Georgie, Under a Mushroom, and The Hungry Thing. Teacher asks: "Why are these stories all alike?"

B. Beginning Reading

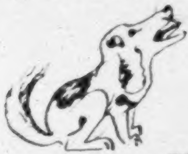
1. Classifies stories by topic

a. The student reads the following topic headings and skims the stories by the following titles. The student then matches stories to topics. This can easily be done with any basal reader. The following are from Scott, Foresman & Co. An old basal was used so that it could be cut up.

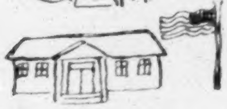
New & Old Animal Friends
Storybook Friends
Our Friends at Work
Our Friends at Play
Playing Store
Work at the Farm

A Busy Day
The Dog in the Pet Store
Puff's Ride
Round & Round
Little Duck Talks
The Big Brown Basket

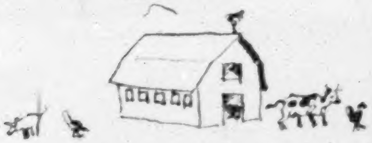
b. Students study a group of pictures. They read story titles and skim the stories. The students group the stories with the pictures. Again old basal readers work well. (The new Our New Friends), Scott, Foresman, & Co., 1951)



The New House
The Dog in the Pet Store
A Friend Comes to School



A Funny Girl
A Funny Pet
A Friend Comes to School



Guess, Guess
Work at the Farm
Work and Fun

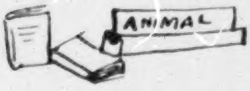
c. Teacher writes the following topics on tag board and sets up a bulletin board.
Animal Stories History Stories

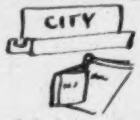
Science Stories Fairy Tales

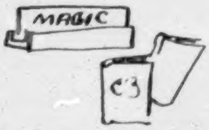
As students read stories and books, they write out the title and put it under the proper topic on the bulletin board. Other students will then be able to read stories in one interest area. Students can illustrate their cards.

2. Surveys several stories on same topic to judge appropriateness to that topic

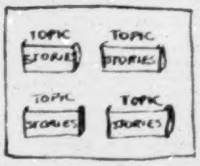
   a. Student studies books grouped by topics on a table. If a book is not under the correct topic, student places it under the correct topic. This can help keep the reading table straight.







   b. Teacher cuts up an old basal reader and mounts the topics from the Table of Contents and mounts some of the stories. Students check to see if stories are kept under correct topic.



   c. After several stories have been read, teacher passes out a worksheet listing topic and titles of stories, putting a few under wrong topic. Students must cross out title and rewrite it under the correct topic. This can also be done with stories students are about to read. Have students preview stories and place under the correct topic.

3. Makes predictions & judgements of information from several sources on same topic

   a. The student reads a collection of articles (using weekly newspaper for the age level) which the teacher has collected and mounted. The teacher writes [illegible] topic sentence about the articles. The student reads the articles and dictates or gives oral opinion about the topic sentence. Old texts can also be cut up for this. Sample subjects: weather, current news, our flag's history.

   b. Student reads a group of stories about the same character, such as Clifford (Bridwell, Scholastic Paperbacks). Student then answers the following.
   I think (character's name) is ____________. If I were going to write another story about (character), I would have him (activity or plot).

   c. The teacher collects articles on some object for scientific study (butterflies, rocks, rockets). The student reads the articles and tells what he has learned and states one question he still would like answered. Information from different encyclopedias and books will be good source of information.

C. Elementary Reading

1. Selects books from library on common topic

    a. Student goes to the card catalogue after selecting a topic he would like to investigate. He studies the books listed and records which ones (at least 3) he would like to use to learn about that topic.

    b. The student goes to an area of the library. He glances through the books until a collection of books interests him. He determines the topic and selects some of the books for information.

    c. The student selects a fiction topic (mysteries, love stories, horse stories, war stories). He goes to the library and selects some fiction books written on that topic.

2. Examines several books to determine relevance to a single topic

    a. The teacher selects several books to be arranged into 2 or more topics. The books are placed on a table and a "Topic Card" is placed with the books. Students examine each collection of books and record the title of each book under each topic. Next to each title the student writes one sentence describing the book relevance to that topic.

    b. Each student is assigned a Dewey Decimal classification number. The student goes to the library and records titles of books with the number he was assigned. Beside each title, the student writes an explanation of that book's relevance to the topic of that number.

    c. The students are given a worksheet listing 2 or more topics with the titles of 3 or more books under each topic. Students examine each book (located in room or library) and states why it fits within that topic. Include some fiction books.

3. Becomes "expert" on topic of interest through broad reading.

    a. The student is asked to select a topic. If suitable, choice is restricted to picking from a list. Student is given 2 weeks to read 3 or more sources on his topic. Student writes a one or two paragraph synopsis of each source.

    b. The student selects a topic and reads 3 or more sources (including a book, a magazine and a reference book) on the topic. He writes a short report on the topic, citing from each source. He includes a bibliography with his report.

c. The student selects a topic and collects on index cards, 10 or more source titles on that topic. The student writes a two or three sentence synopsis of each source. Sources should include books, magazines, and reference books.

4. Becomes familiar with a variety of reference material, all of which have information on same topic.

   a. Student selects a topic and examines 3 reference sources for information on that topic. Student lists his sources and writes a paragraph about each type of source and lists 5 or more pieces of information learned from each source.

   b. The students spend three sessions in the library using reference sources to gather information on a specific topic. The students write up information into a written report including a bibliography.

   c. The student selects a topic and has 3 weeks to collect information for an oral presentation on that topic. The student makes up a ditto sheet of the bibliography includes at least 5 sources for the class.

D. Mature Reading

1. Surveys a field before reading by creating a tentative bibliography on a specific topic.

   a. Go to the public library. Look in the card catalogue under Colonial---. See what you can find on colonial life in the American colonies. Make notes on 3" x 5" cards of all of the sources you could find in the card catalogue.

   b. Use your class or school library to find ten books on the adolescent. Write down your bibliography. Then select one of these books to read. Write up a book review when you finish reading the book.

   c. The student selects one of the following topics:
      astronomy (select one phase--planets, nebular, constellations)
      F. D. Roosevelt
      Panama (country)
      vampire bats
      fossils
      dogs
      J. F. Kennedy
      The student examines the card catalogue and records all sources listed on 3" x 5" cards on that subject, noting author; title; publisher; copyright date; any information given; fiction or non-fiction.

2. Reads inspectionally to ascertain whether a book is germane to a topic

   a. After student has collected some possible sources from the the card catalogue on a topic, have the student inspect each of the sources, listing those that are germane to the topic to be used for further reference.

b. Select a topic and book of your choice. Read the book and examine it carefully. Answer this question, please, in one paragraph. "Did this book stick to the topic?" Example: Topic--Animals Title of book--The Reptiles

c. The student examines books collected on a table to determine if each is germane to topic. The student lists each book (3-6) and states why it is or is not suited to the topic. This can be done on a regular basis with several topics to create interest in a variety of topics.

3. Selects and notes passages in several books relevant to the same topic.

a. The student reads several sources selected for information for a certain topic and on 3" x 5" cards, he notes the pages and identifies parts of passages relevant to his topic.

b. Select an article of interest. Then look through the other magazines to try to find passages relevant to your original article or relevant to the same topic.

c. Students are assigned subtopics under one general topic to research. Example: Aviation
Student A: Early history 1906-1930
Student B: Recent history 1950-present
Student C: Development of jets
Student D: Commercial Aviation
Each student works from the same general bibliography. As students examine materials listed, each records on 3" x 5" cards those passages relevant to his part of the general topic.

4. States the question(s) each of several authors are entertaining on the same topic.

a. The student states, in question form, the topic of each author's article on a given topic. Example:
Topic: Life in Colonial America
Author A, Source A: What were the hardships suffered in winter?
Author B, Source B: How were the first houses constructed?

b. Find five books on the same topic. (Example-Fish) Write down two questions that were answered by each author in his book. Compare your list of questions. Were the authors saying the same things in different words? Express your ideas or feelings.

c. The teacher collects articles relevant to one topic. The student reads each article and states what each author is trying to say as a question which would be answered by the article.

5. Defines major issues surrounding a specific topic.

   a. The student who has studied several sources around a topic can now list several major issues on that topic. These should be listed and submitted to the teacher with a bibliography.
   Example: Topic: Life In Colonial America
   Issue A: Arrival in Colonial America
   Issue B: Dwelling in Colonial America
   Issue C: Recreation in Colonial America
   Issue D: Conflicts during life in Colonial America

   b. Look through several magazines. Select a topic of your interest (Example-Impeachment) List the issues on this topic. Make a list of ten issues or articles. Read one of these issues and critique it.

   c. The students are given a bibliography on a specific topic. The students examine the rescurces listed and the define the major issues of that topic.

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HAMPTON CITY SCHOOLS

RIGHT TO READ PROGRAM

THORPE JUNIOR HIGH SCHOOL

HAMPTON, VIRGINIA

OVERVIEW

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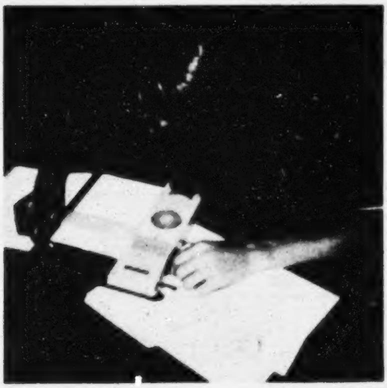
THE RIGHT TO READ IN HAMPTON

During the '70's the United States Office of Education is sponsoring a national effort to eradicate illiteracy in the United States by the year 1980. Its efforts are being carried out by the National Right To Read Program and Hampton City Schools is proud and honored to be playing an important role in this national effort.

In its second year of implementation, Hampton City School's Right To Read Program is operating as a school-based program located at H. Wilson Thorpe Junior High School. This Right To Read Program is a language arts/content area reading program. Students experiencing difficulty in reading have been placed in language arts classes and in English courses of study which are geared to meet individual needs. Within these classes, listening, speaking, reading and writing skills are stressed. In the content areas of science, social studies and mathematics, reading skill development is also the major emphasis. In these areas, teachers are employing various strategies and techniques for teaching those reading skills necessary in order to comprehend subject matter concepts. Throughout the program, a personalized instructional format is used.



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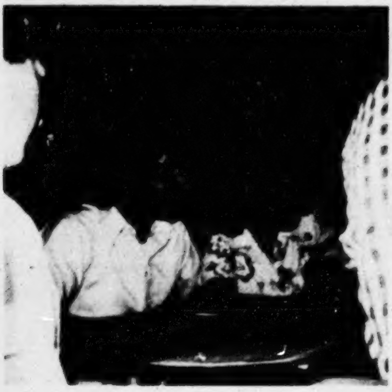

GOALS

MAJOR OBJECTIVES OF THE PROGRAM ARE:

To improve the student's self-image

To Improve the student's oral communication skills

To improve the student's word recognition skills

To improve the student's ability to decode unknown words

To improve the student's vocabulary and knowledge of words

To improve the student's knowledge of technical vocabulary used within each discipline

To improve the student's comprehension of written material

To provide a prescriptive program tailored to meet the needs of each individual student and to provide opportunities for a high level of success for each student

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PERSONNEL

Garland R. Lively	Superintendent of Schools
Joseph H. Lyles	Assistant Superintendent - Instruction
Jo Anne Fama	Director of Right To Read Program
Bertram F. Sexton	Principal, Thorpe Junior High School
Alice Hughley	Reading Specialist, Right To Read Program

Participating Staff Members

Barbara Cutchin
Charles Dixon
Charles Greene
Gerald Hall
Daniel Harris
Joyce Henriques
Olive Hopson
Ronald Kellum
John King
Audrey Lawrence
Mary Lewis
Edward Miller
Emory Morgan
Susan Motley
Jessie Nottingham
Joseph O'Brien
Irma Parker
Janet Ransom
George Robinson
Charles Sexton
Martha Jo Stephens
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For further information please contact:

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This brochure is being sponsored by the Hampton Right To Read Community Committee.

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EVALUATION

During the first year of the Right To Read Program, students were evaluated on the basis of attitude, reading skill development and student performance in all content subject areas. Student attitude towards reading was measured subjectively by each teacher participating in the program. Reading skill development was measured by the use of standardized tests. Success in all content subject areas was measured by performance attainment.

Evaluation Results

OBJECTIVES	MEASUREMENT DEVICE	RESULTS
Student Attitude	Subjective Teacher Evaluation	Positive Change
Reading Skill Development	Gates McGinitie Reading Test	1 yr. 4 mo. gain
Performance Measurement in Content Area Classes	Final Yearly Assessment of Achievement	95% Success in Completion of all Content Area Subjects

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PROGRAM ACTIVITIES

PAST . . . PRESENT . . . FUTURE

During the 1972-73 school year, staff development played an intregal part in program activities. Teaching strategies and techniques for teaching reading in the language arts classroom and in the content area classroom were explored. Teachers were exposed to a variety of materials and their use. Instructional practices used in an individualized instructional setting was investigated and implemented within all Right To Read classes. Hampton's Right To Read Program has participated in many local, state, and national reading conference activities.

Within the 1973-74 school year, the Right To Read Program has broadened its scope to include a greater number of staff members. Staff development activities have continued and will continue. Right To Read staff members anticipate completion of mini study units within the disciplines of science, language arts, social studies and mathematics. These guides will be available to all who wish to implement some of the activities which have been used in the Right To Read Program.

It is projected that the instructional practices used within the Right To Read Program will be incorporated within all classrooms at Thorpe Junior High School. It is also anticipated that the concepts and instructional activities developed within this program will be spread to other junior high schools in the Hampton City School System.